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Bethany

College Bulletin 1991-1992

Fall 1991

Bethany College
Bethany, West Virginia 26032

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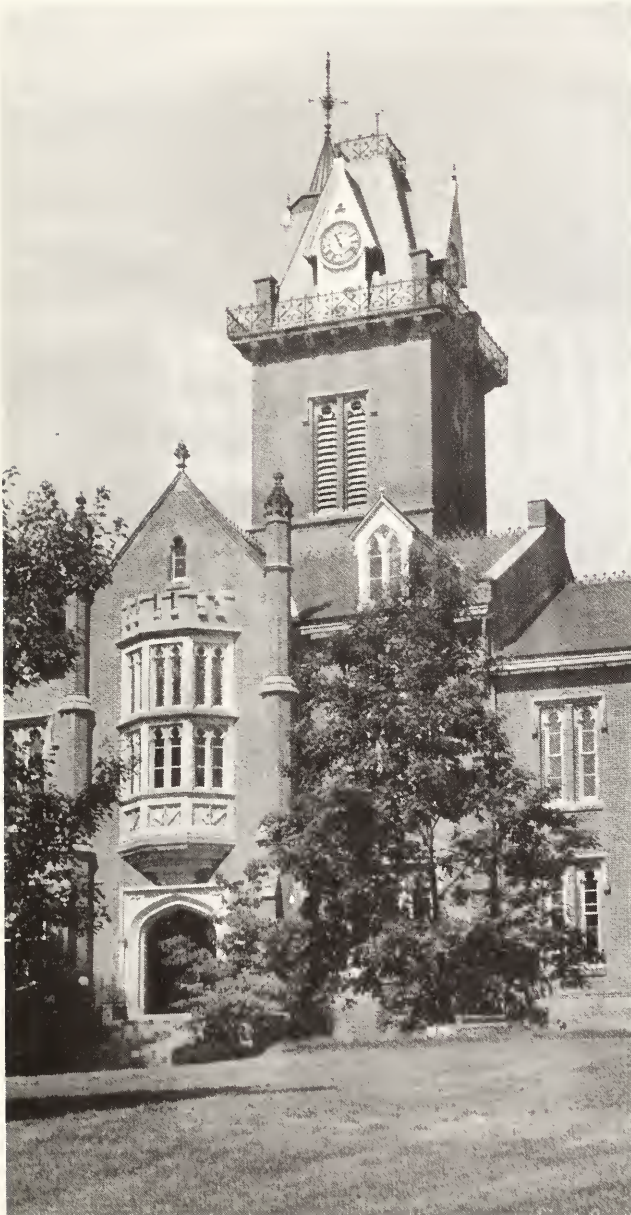


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College Calendar 1991 - 1992

The Bethany calendar includes two 15-week semesters and a four-week voluntary interim session in January. The fall semester is from early September to before Christmas. The spring semester is from February through May. Some courses are offered over the full semester while others are for the first or second half semester. This division provides flexibility for students to do off-campus study and internships.

The four weeks in January are for students to use in intensive study on campus or for off-campus work. Two five-week summer terms and an 11-week summer independent study period are offered.

First Semester

September

Aug. 31-Sept. 3	Saturday-Tuesday	Orientation and evaluation for new students
3	Tuesday	Registration for returning students
4	Wednesday	First day of classes for all students
10	Tuesday	Last day for adjustment of schedules without academic and financial penalty; last day to add a course
12	Thursday	Fall Convocation
17	Tuesday	Last day to determine credit/no credit

October

12	Saturday	Homecoming (Bethany vs. Gannon)
22	Tuesday	Last day of classes for first-half semester courses
26	Saturday	Parents' Weekend (Bethany vs. W & J)
28	Monday	Writing Qualification Test for Freshman Seminars

November

9	Saturday	Board of Trustees Meeting
18-22	Monday-Friday	Pre-registration for second semester
22	Friday, 4 p.m.	Thanksgiving vacation begins
Dec. 2	Monday, 8 a.m.	Thanksgiving vacation ends

December

17	Tuesday	Last day of classes
18	Wednesday	Reading Day
19-21	Thursday-Saturday	Final examination period
23	Monday	Final grades due

January Term

January

6	Monday	First day of classes
17	Friday	Last day of classes for first-two-week courses
20	Monday	First day of classes for last-two-week courses
27-28	Monday-Tuesday	Senior Comprehensive Examination (Written)
29-Feb. 1	Wednesday-Saturday	Senior Comprehensive Examination (Oral)
Jan. 31	Friday	Last day of January Term classes

Second Semester

February

2	Sunday	Registration for all students
3	Monday	First day of classes for all students
7	Friday	Last day for adjustment of schedules without academic and financial penalty; last day to add a course
14	Friday	Last day to determine credit/no-credit

March

5	Thursday	Founder's Day and Convocation
12	Thursday	Writing Qualification Test (sophomores and juniors)
20	Friday	Last day of classes for first-half semester courses
20	Friday, 4 p.m.	Spring vacation begins
24	Tuesday	Mid-term grades due
30	Monday	Spring vacation ends

April

9	Thursday	Foreign Language Day
17	Friday	Good Friday (no classes)
23	Thursday	Honors Day and Convocation
27-May 1	Monday-Friday	Pre-registration
27-28	Monday-Tuesday	Oreon E. Scott Lectures

May

1-3	Friday-Sunday	Alumni Weekend
2	Saturday	May Morning Breakfast
2	Saturday, 8 a.m.	Reading period for Comprehensives begins
4	Monday	Grades due for students taking Comprehensives
11-12	Monday-Tuesday	Senior Comprehensive Examination (Written)
13-16	Wednesday-Saturday	Senior Comprehensive Examination (Oral)
15	Friday	Grades due for graduating seniors who previously took Comprehensives; last day of classes
16-17	Saturday-Sunday	Reading Days
18-20	Monday-Wednesday	Final examination period
21	Thursday	Final Faculty Meeting (1:00 p.m.)
22	Friday	Board of Trustees Meeting
22	Friday, 8 p.m.	Baccalaureate
23	Saturday, 10 a.m.	Commencement
29	Friday	Final grades due

Bethany Profile

Bethany was founded March 2, 1840, by Alexander Campbell, educator, Christian reformer, and celebrated debater, who provided land and funds for the first building and served as first president. Now more than 150 years old, Bethany College is a highly contemporary institution still based in the tradition of the liberal arts.

Since its inception, Bethany has been a four-year private liberal arts college affiliated with the Christian Church (Disciples of Christ). This religious body, of which Campbell was one of the principal founders, continues to support and encourage the College, although it exercises no sectarian control. Students from virtually every religious communion attend Bethany.

The College offers a wide array of studies, awarding bachelor of science or bachelor of arts degrees with majors in Accounting, Biology, Chemistry, Communications, Computer Science, Economics, Education, English, Fine Arts, French, German, Health Science, History, Interdisciplinary Studies, Mathematics, Philosophy, Physical Education, Physics, Political Science, Psychology, Religious Studies, Science Applications, Social Work, Sociology, and Spanish.

The College's program of liberal education prepares students for a lifetime of work and a life of significance. Bethany places particular emphasis on leadership and incorporates pre-professional education in dentistry, engineering, law, medicine, public administration, theology, and veterinary medicine.

Bethany's 1600-acre campus is located in the northern panhandle of West Virginia in the foothills of the Allegheny Mountains. Pittsburgh is 48 miles to the northeast. Wheeling, W.Va., Washington, Pa., and Steubenville, Ohio, are each a half-hour drive from the College.

The approximately 850 Bethany students represent nearly 30 states and 15 foreign countries. Typically, about one third are from the East coast and the New England states, another one third are from the Mid-Atlantic region, and the remaining one third are from other states and countries.

Goals

In its charter, granted in 1840 by the Commonwealth of Virginia and recognized in 1863 by the newly organized state of West Virginia, the mission of Bethany College is defined as

the instruction of youth in the various branches of science and literature, the useful arts, and the learned and foreign languages.

Alexander Campbell, Bethany's founder and first President, viewed the College's mission as stated in the charter in the context of the Judaeo-Christian tradition and the thinking of the American Enlightenment, interpreting it to imply the educating of students to become useful and responsible members of society by liberating them from superstition and ignorance, the tyranny of others, and "vulgar prejudices."

Bethany College continues to accept the implications of its mission as understood by its founder. It continues to accept the responsibility for nurturing effective, honorable, humane, and intelligent citizens who believe in and will promote the creation of a world of worth and value, integrating critical reason and the spiritual dimensions of life, personal accomplishment and ethical responsibility, and individual development and service to others. It continues to accept the responsibility for promoting the development of responsible members of society who

- are marked by a rigorous, developed intellect and substantial knowledge
- are sensitive and responsive to persons, events, issues, and people in the world around them
- become involved with and sensitive to persons, events, issues, and problems
- assume responsibility for and accept the consequences of their involvement
- humanize and make effective the institutions they affect
- are motivated to nurture and serve the persons around them
- assist in the clarification and resolution of issues and problems of the world
- know themselves and develop an examined system of ethics and values
- possess the basic skills and insights needed to undertake these tasks

The Bethany educational program is designed to implement the College's mission. It encourages students to realize their intellectual capabilities, moral capacities, and leadership potential by assisting them as they strive to fulfill each of the following specific goals:

- to discover how to acquire, evaluate, and use knowledge
- to master skills of communication
- to cooperate and collaborate with others in study, analysis, and formulation of solutions to problems
- to understand contemporary issues and events
- to analyze personal values, to perceive and to deal sympathetically with the values of others, and to be open to the continued evaluation of both
- to make progress toward the selection of and the preparation for a vocation
- to integrate the various experiences of life and to see the relationship of the college experience to future development as a responsible citizen

Accreditation, Memberships

Bethany College is accredited by or holds memberships in:

- North Central Association of Colleges and Secondary Schools
- Association of American Colleges
- American Council on Education
- American Association for Higher Education
- College Entrance Examination Board
- Council on Social Work Education
- American Association of Colleges for Teacher Education
- National Council for the Accreditation of Teacher Education
- Council of Independent Colleges
- Division of Higher Education of the Christian Church
(Disciples of Christ)

Women graduates are eligible for membership in the American Association of University Women.

Admission

Application

Bethany accepts applications for admission from candidates who feel they would contribute to and benefit from a Bethany education. Admission is based on a careful review of all credentials presented by the candidate. The Committee on Admission accepts candidates it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission. Acceptance is contingent upon a candidate's successful completion of secondary school.

The College seeks students who have prepared themselves for a liberal arts curriculum by taking at least 15 units of college-preparatory work. Although the College does not absolutely prescribe how these units should be distributed, it encourages a minimum of four years of English, three years of mathematics, three years of science, three years of social science, and two years of a foreign language. For students who have developed individual curricula or are involved in experimental honors programs, the Committee on Admission makes special evaluations.

Freshmen

Application for admission requires the submission of the following: a completed application form; a transcript of secondary school work; two letters of reference; scores from either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). An on-campus interview is recommended, but not required.

Candidates for admission may also submit other materials in support of their applications, such as examples of poems, plays, or short stories that they have written, samples of their art work or photography, journalistic pieces they have had printed, programs indicating their musical or dramatic endeavors, or clippings depicting activities for which they have received recognition.

Two plans for admission are available:

The Rolling Admission Plan enables Bethany's faculty Committee on Admission to evaluate and act on completed applications as soon as they are submitted. Therefore, each applicant is notified of Bethany's decision approximately two weeks after all credentials have been received. Candidates for admission under this plan are advised to apply early in the Senior year.

The Early Decision Plan is offered for those wishing to determine their college as early as possible and for whom Bethany College is the first choice. Under this plan the candidate must apply by December 15 and submit an Early Decision Agreement Form with the application materials. The candidate for admission will be notified of Bethany's decision by January 15. The Early Decision Agreement obligates a candidate who is admitted to enroll at Bethany and withdraw any applications submitted to other institutions. A candidate for financial aid is bound by this obligation if the need for financial aid has been met satisfactorily.

The application for admission and the acceptance are valid only for the academic year for which the application has been made.

Transfer Students

The College welcomes well-qualified transfer students. Applicants for transfer must have had a good academic record in the institution attended and must present full credentials for both college and preparatory work, including a statement of honorable dismissal that is to be completed by the dean of students of the prior institution. They must take the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board or the American College Test (ACT) if this test has not been taken previously. A copy of the catalog from the school previously attended must also be submitted.

One year of study at Bethany College constitutes the minimum requirement for a degree. Applications for transfer must be submitted before August 1 of the year in which entrance is desired. Decisions on these applications are announced by August 15. Application for transfer at mid-year must be received by January 15. Financial assistance is available for transfer students.

Community/Junior College Graduates

Students who have received or will receive an Associate in Arts or Associate in Science Degree and find Bethany's curriculum suited to their educational goals are encouraged to apply.

Holders of the A.A. or A.S. Degree who are accepted receive at least two years (minimum 60 hours) credit, enter as juniors, and receive all the rights and privileges of upperclass students.

The College will assist holders of Associate degrees to complete their baccalaureate programs within two years at Bethany. However, some fields of concentration may require more than 68 additional hours beyond the 60 referred to above, depending on the type of Associate program the student has completed.

Special Advising

The Special Advising Program provides a comprehensive set of services specifically designed to support the learning disabled student in the college mainstream. The program focuses upon developing skills which will maximize the student's independence for lifelong learning.

In order to participate in a part of the Special Advising Program a student must first be admitted to Bethany College. In addition to the application, high school transcript, recommendations, and SAT or ACT scores (scores on non-standard tests are also accepted), the student must submit full documentation of the learning disability and participate in an on-campus interview. Additional fees are assessed each semester for participation in the Special Advising Program.

Early Admission

Some students complete their secondary school graduation requirements a year early and decide to enter college after their junior year. For those who have demonstrated maturity and show evidence of a strong academic background, Bethany offers a program for early admission. For early admission, the usual admission procedures must be followed. In addition, the student must have an interview on campus and the student's high school counselor must confer with a Bethany admission officer.

Advanced Placement

Students may receive advanced placement and/or credit from any department in the College through a testing program. This must be accomplished before the end of the first year at Bethany College. Those who wish to receive credit by examination should consult with the Office of Career and Professional Development and the chair of the appropriate department.

Credit may be received or courses waived as a result of high scores on the College Entrance Examination Board Testing Program for Advanced Placement. The waiving of courses or granting of credit, however, are departmental matters and require consultation with the chair of the appropriate department after matriculation.

Visiting Bethany

Although not required, an on-campus interview with an admission officer is highly recommended. A campus visit will enable the student to develop more thorough understanding of the College and its expectations. A comprehensive tour, observation of classes, and interaction with Bethany students and faculty are available if desired by the applicant.

Prospective students are also invited to remain overnight as the guest of a Bethany student. Meals and overnight accommodations in College housing for prospective students are provided by the College. Arrangements may be made through the Admission Office. Lodging for parents is available on campus at Gresham House, as well as nearby lodges and motels. Transportation arrangements from the Greater Pittsburgh International Airport, as well as from the Pittsburgh rail and bus terminals, may be arranged through the Admission Office.

The Admission Office is open Monday through Friday from 8:30 a.m. to 4:30 p.m. and Saturday from 9 a.m. to 1 p.m. throughout the year. Appointments may be made by calling 304-829-7611 or 800-922-7611, or by writing the Admission Office, Bethany College, Bethany, West Virginia 26032. Three days advance notice is necessary to

make proper arrangements.

Information on admission and registration fees, as well as details on expenses, aid, and scholarships are on pages 6-13 and 27-35.

Foreign Students

Bethany encourages applications from residents of other countries. Approximately 15 countries are represented on campus each year.

Students from non-English-speaking countries are required to submit, along with an application for admission, a complete secondary school transcript, the results of the American College Testing Program (ACT), the College Entrance Examination Board Scholastic Aptitude Test (SAT), or the Test of English as a Foreign Language (TOEFL), and at least two letters of recommendation. Applicants for the Fall Semester must submit these materials by May 1.

Foreign students are also requested to complete a Foreign Student's Financial Aid Application and Declaration. This form is to be returned with admission materials by the deadline mentioned. Although Bethany is willing to review requests for financial assistance, funds are limited.

Application for Admission

A non-refundable \$20 fee is required at the time of formal application.

Application for Readmission

Students previously enrolled in Bethany College who wish to return for additional work must file an Application for Readmission with the Registrar's Office. A \$5 fee is required at the time such application is made.

Registration Deposit

A student accepted for admission or readmission is required to pay a \$100 registration deposit. This deposit is refunded after graduation or when one of the following procedures is completed: 1) a student accepted for admission who has paid the registration deposit but decides not to attend Bethany submits a request in writing for the refund before May 1 prior to the intended matriculation; 2) a matriculated student who withdraws from Bethany gives written notice to the Business Office prior to the advance enrollment date for the next regular term.

Matriculation Fee

A \$20 fee is required of every new student to cover part of the cost of orientation and evaluation procedures for new students.

Expenses, Aid

Bethany College is a non-profit institution. Tuition, fees, and other general charges paid by the student cover approximately two-thirds of the College's instructional and operational expenses. The remainder comes from income from endowment funds and from gifts and contributions. Bethany continues to keep costs as low as possible.

Charges and fees stated on the following pages apply only to 1991-1992.

Comprehensive Charges

Comprehensive charges for the 1991-1992 year at Bethany include the following:

Tuition and Fees	\$11,710
Room (Double Occupancy)	\$1,560
Board	\$2,440
Student Board of Governors	\$238

The charge for tuition and fees includes tuition and the following activities and services: athletics, health service, library, lectures, plays, concerts, publications, student union, student activities, and laboratory services with the exception of music and art.

No reduction is made in student accounts for course changes made after the first two weeks of the semester. Bethany reserves the right to change, without advance notice, the price for room, board, and health insurance.

Financial Aid

Bethany believes that the funding of a student's education is primarily a family responsibility. However, financial assistance is available to those students whose resources will not fund a Bethany education and yet sincerely desire to attend. Outstanding students, regardless of demonstrated need, frequently receive scholarships and grants to attend the College. Several programs are available to such students.

All need-based aid is awarded through careful evaluation of the Financial Aid Form (FAF) available from the student's guidance counselor. Designation of Bethany College as an institution to receive the processed information is required. All applicants for admission to Bethany are sent detailed information and instructions regarding the financial aid application and awarding processes.

Because of the large number of applications for financial aid, assignment of funds is made according to the date the Financial Aid Form (FAF) is received by College Scholarship Service. April 1 is the priority deadline for all new students. March 1 is the deadline for all returning students. The earlier a student completes all admission materials and all financial aid materials, the sooner financial aid awards can be determined.

A financial aid applicant whose need for assistance has been confirmed through a review of the Financial Aid Form will have the need met through a variety of financial aid resources, including scholarships, grants, loans, and College employment. The student has the option of accepting any or all of the aid offered. A student receiving an offer of financial assistance may discuss any problems arising from the offer with an officer of the College. The Admission Office or the Financial Aid Office helps to arrange these interviews.

Fees for Programs of Study Abroad

Heidelberg: \$5,855 for one semester, includes tuition and fees, stipend to sponsor in Germany, and round-trip air fare.

Oxford: \$7,700 for one semester for tuition and fees, room and board, and activity fees. (Not offered in 1991-92.)

Paris Sorbonne: \$5,855 for one semester, includes tuition and fees, stipend to sponsor in France, and round-trip air fare.

Spain: \$5,855 for one semester, includes tuition and fees, stipend to sponsor in Spain, and round-trip air fare.

Academic Fees

Each academic hour when fewer than 12	\$442
Each academic hour in excess of 16	\$381
Auditing a course, per semester hour	\$381
<i>(a student is not charged if paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours.)</i>	
Comprehensive Examination	\$35
Matriculation Fee	\$20
Academic Support Services (<i>per semester</i>)	\$250
Special Advising Fee (<i>per semester</i>)	\$375 to \$1,000
Special Examinations in any department	\$20
Each credit-hour awarded by examination	\$25
Late registration (<i>per day</i>)	\$3

Course Fees

Chem. 490	\$20
Comm. 207	\$15
Comm. 215	\$15
Comm. 408	\$15
Ed. 470: off-campus teaching (<i>per semester</i>)	\$6,177
<i>(includes tuition, fees and pre-school week board privileges in the Bethany dining hall)</i>	
Eng. 160	\$15
FA 153	\$10
FA 155	\$15
FA 201	\$5
FA 203	\$20
FA 210	\$25
FA 213	\$15
FA 310	\$15

FA 313	\$15
P.E. 339	\$30
P.E. 340	\$30
P.E. 341	\$30

Music Fees

Instrument rental (<i>per semester</i>)	\$10
Organ practice, one hour daily (<i>per semester</i>)	\$35
Piano practice, one hour daily (<i>per semester</i>)	\$10
Private music lessons, one half-hour weekly (<i>per semester</i>)	\$100

Special Fees

Special Room Rates	
Single	\$865
Double as Single	\$1,065
Key deposit for dormitories	\$20
(<i>refund if key is returned</i>)	
Infirmery charge per day	\$5
(<i>after the first three days each semester</i>)	
Automobile Registration	\$10
Health Insurance	\$100

Breakage Deposit

Chemistry and physics breakage deposits are covered by a \$10 breakage card which the student purchases each semester for every laboratory course in which the student is enrolled. In the event breakage exceeds \$10, an additional \$10 breakage card must be purchased. Unused portions are refunded at the end of each academic year.

Payment of Student Accounts

By registration, an invoice listing all charges due for the following semester is prepared for each student.

Bethany College bills for tuition, fees, room, and board twice yearly; other charges are billed as incurred. Twice yearly billings are payable in advance by August 15 and January 15 for the fall and spring semesters respectively. Scholarships and loans may be applied as credit against August or January payment requirements.

Students will not be permitted to register if the payment requirements for each semester are not met. These requirements are in addition to the registration deposit. Checks or drafts should be made payable to Bethany College.

Students may not take final examinations, receive academic credit, obtain transcripts, or graduate until satisfactory arrangements are made to cover financial obligations.

For accounts past due a monthly service charge of 1.5% on the first \$1,500 (18% per year) and 1% on any remaining balance (12% per year) will be charged as of the 25th of each month.

Monthly Payment Plans

Bethany has made arrangements with the Tuition Management Systems Plan and Academic Management Services whereby student accounts may be paid on a monthly basis during the year. Arrangements to use this plan should be made prior to the registration period. Information may be obtained by writing to the Bethany College Business Office.

Student Drawing Account

The Business Office provides a limited banking service through which students may deposit funds and draw on them as required. Students or their parents may make deposits to the student drawing account which is recommended to avoid the necessity of keeping on hand any substantial amount of money. All checks for this account must be made payable to the Bethany College Student Drawing Account.

Withdrawals and Refunds

After registration, there is no refund of room charges or fees. A student voluntarily withdrawing or withdrawing because of illness during the course of the semester will be charged 10 per cent of tuition charges for each week of attendance or part thereof. There is no refund of tuition after the tenth week of attendance. There is no refund in the event that a student is dismissed or asked to withdraw during the course of the semester. Board refund is prorated, based upon food costs only. Special fees are not refundable.

A student wishing to withdraw from Bethany must file written notice with the Dean of Students to qualify for refund of deposit and adjustment of other charges.

Academic Programs

Based in the liberal arts tradition, Bethany's academic program is designed to meet the educational needs of individual students by providing breadth, depth, and the integration of knowledge. Bethany assists students in developing intellectual concepts, sophisticated learning skills, moral values, and good citizenship. Preparation for leadership is a central theme of the College.

The Bethany curriculum is unique in caring for the individual students and in helping them develop their full potential at each level of learning. From Freshman Seminars to Senior Comprehensive Examinations, Bethany prepares its students for ever greater tasks and achievements, guiding them toward the fulfillment of personal goals, the challenges of graduate study, and the preparation for productive and rewarding careers.

Bethany brings its students a rich variety of opportunities for learning. Seminars, lectures, laboratory and independent research projects, encounters with high technology

through the use of state-of-the-art television and graphics equipment, artistic performances, and athletic activities present opportunities for self-expression and growth in the arts, in communication, and in athletics. Learning at Bethany often takes place outside traditional classroom settings, through informal interaction with faculty, off-campus internships, and study abroad.

A Bethany education is, then, more than a list of courses. Bethany students approach their study through a framework of common educational goals which define the liberally educated person. Faculty members work closely with all students to ensure a proper grounding in the humanities, sciences, and social sciences. Bethany students have many opportunities for choice; but here, too, faculty work closely with them to ensure that each student's personal plan of study is both comprehensive and coherent. It is this combination of thoroughness and personal expression that makes Bethany unique.

Academic Advisor

The student-advisor relationship is a vital aspect of the Bethany education. All students are responsible for knowing all requirements for graduation from Bethany College and understanding their progress toward fulfilling those requirements.

Students and advisors work closely together to develop appropriate classroom and experience-based programs of study. Freshmen interact with their advisors twice each week during the first semester's freshman seminar and privately at other times. Before pre-registration during the second semester of the sophomore year, students are required to select a major. At that time they are assigned to an advisor associated with their areas of interest.

In addition to academic advisors designated for freshmen and for majors, advisors are available to help students with information concerning career interests, and for specific services such as campus employment, counseling, graduate programs, testing, scholarships, foreign students, writing, and vocational guidance. Lists of advisors appear on page 124.

Requirements for a Bethany Degree

The Bachelor of Arts and Bachelor of Science degrees are conferred by Bethany College upon students who have satisfactorily completed the following requirements:

- 128 semester hours with a minimum grade point average of 2.00000 including the following:
 - a Freshman Seminar
 - Interdisciplinary Studies 100
 - Religious Studies 100
 - the Perspectives Program
 - a Major Field of Study
- the Practicum Program
- the Writing Proficiency Requirement
- a senior project in the major field
- the senior comprehensive examination in the major field
- the residence requirement
- participation in commencement exercises

Bachelor of Arts degrees are awarded in Accounting, Communications, Computer Science, Economics, Education, English, Fine Arts, French, German, History, Interdisciplinary Studies, Philosophy, Physical Education, Political Science, Psychology, Religious Studies, Social Work, Sociology, and Spanish. Specific requirements for each major are described in the sections of this **Bulletin** devoted to the offerings of the individual academic departments.

Bachelor of Science degrees are awarded in Biology, Chemistry, Computer Science, Health Science, Interdisciplinary Studies, Mathematics, Physics, Psychology, and Science Applications. Specific requirements for each major are described in the sections of this **Bulletin** devoted to the offerings of the individual academic departments.

Freshman Program

Freshman Seminar: Each freshman is required to enroll in a Freshman Seminar during the fall semester. The faculty member who directs the seminar also serves as the student’s academic advisor. (A student transferring to Bethany more than 12 semester hours of credit from another college is exempted from the Freshman Seminar.)

Freshman Interdisciplinary Course: Each freshman is required to enroll in I.S. 100, *Origins of Modern Western Thought*, during the spring semester. (A student transferring to Bethany at least 60 semester hours of credit from another college is exempted from the Freshman Interdisciplinary Studies course.)

Perspectives Program

In addition to the accumulation of knowledge in a wide variety of disciplines, all Bethany graduates are expected to develop perspectives on their world, each of which is, in appropriate ways, systematic, ethical, and integrative. These perspectives are historical, international, aesthetic, scientific, quantitative, social, and personal.

All courses within the Perspectives Program address three overarching concerns of liberal learning: 1) systematic issues of critical thinking about the basic assumptions, methodologies, and frames of reference of the subject field; 2) ethical issues within the disciplines studied; 3) integrative issues designed to assist the student in gaining a personal perspective or point of view about the world as seen through the examined perspective.

To this end, every student must complete at least four hours chosen among the courses in each of the perspectives categories listed below, plus at least four additional hours, for a total of thirty-six hours in the program. Students may receive approval to substitute credit by examination for the four additional hours.

The list of approved courses changes each year. Only courses taken in the year they appear on the approved list will count toward fulfillment of the requirement.

Historical Foundations: *to achieve an understanding of the methods used to analyze the process of change over time, the agents which effect those changes, and the relationship of past to present*

English 266; Fine Arts 103, 240, 241, 242, 243; History 201, 202, 290; Interdisciplinary Studies 251, 252; Philosophy 333; Physical Education 244; Religious Studies 150.

International Understanding: *to gain an understanding of the world’s diversity and the variety of cultural responses to common human experiences*

Communications 403; Economics and Business 260, 270; English 268; French 110, 120, 230, 240, 241, 313; General Sciences 202; German 110, 120, 230, 240,

241, 312; History 101, 102, 326; Interdisciplinary Studies 201, 202, 203, 204; Japanese 110, 120; Philosophy 335; Religious Studies 221, 240, 245; Sociology 256; Spanish 110, 120, 230, 240, 241, 310, 311.

Aesthetic Awareness: *to develop an understanding of the aesthetic principles which influence the creative process in human endeavor*

English 140, 150, 160, 263, 264, 270, 280, 293, 294, 295, 296, 325, 326, 341, 342; Fine Arts 101, 102, 104, 120, 140, 200, 201, 211, 212; French 351, 352; German 351, 352; Philosophy 358; Spanish 357, 358.

Life Science: *to learn to investigate the world of living things in the classroom and in the laboratory or field, including models of the interactions within that world and their humanistic implications*

Biology 100, 110, 326; Psychology 100.

Quantitative Reasoning: *to understand analytical and quantitative ways of examining the world*

Computer Science 144, 151, 152; Mathematics 103, 141, 201, 202, 250, 281; Philosophy 123; Psychology 205.

Social Institutions: *to examine the methods utilized by social scientists to analyze the organizing principles, structures, policies, and governing ideas of the institutions of society.*

Communications 101, 402; Economics 200; General Science 101, 210; Philosophy 352; Physical Education 243; Political Science 225, 231, 300; Religious Studies 322, 367; Sociology 100, 205, 210.

Human Personality and Behavior: *to establish insight into the methods, theories, and information used to explain how humans develop, behave, and understand themselves*

Education 201, 202; Philosophy 100, 124, 252, 254, 334, 355; Psychology 324, 325; Social Work 145.

Physical Science: *to learn how to explore the physical world, from atoms to stars, by applying the scientific method in the laboratory, by understanding mathematical models used in the physical sciences, and by considering the place of science in human affairs*

Chemistry 100, 101, 102; General Sciences 100, 103, 201; Interdisciplinary Studies 210; Physics 103, 201, 202.

To satisfy perspective requirements, students must take these courses on a graded basis. Students should not enroll in courses to satisfy the Quantitative Reasoning requirement until they have consulted with their advisors about the results of the freshman diagnostic test in quantitative skills.

Major Field of Study

Every student must select a major field of study from one of the academic departments of the College, from among the faculty-sponsored interdisciplinary programs, or by initiating and developing an individual interdisciplinary program.

Department majors are described in detail in the sections of this **Bulletin** devoted to the offerings of the individual academic departments. Each major requires a minimum of 24 credit hours in courses within the department (exclusive of the senior project) and no more than 48 hours (including the senior project) within the department. Given major fields may require courses in related disciplines as long as the total number of credit hours (including the senior project) for the major and related disciplines does not exceed 72 hours.

Faculty-sponsored and student-initiated interdisciplinary majors cross departmental lines. Information about faculty-sponsored majors is available from the office of the Registrar. Information about student-initiated interdisciplinary study is available in the Interdisciplinary Studies section of this **Bulletin** and from the Director of Inter-

disciplinary Studies. All interdisciplinary programs require the approval of the Faculty Committee on Interdisciplinary Study. All interdisciplinary programs must include between 24 and 72 credit hours (exclusive of the senior project).

Minor Field of Study

Students may include as part of their program of study one or more optional minors. Requirements for minors are described in detail in the sections of this **Bulletin** devoted to the offerings of the individual academic departments. Minors generally require between 16 and 24 hours of directed study in one or more departments.

Practicum Program

Practicums are practical experiences encompassing values Bethany believes to be essential to a complete education. These experiences make a student's academic studies more relevant to the everyday world.

Each student must successfully complete four practicums. They require:

- an experience in responsible citizenship
- a demonstration of an awareness of and involvement in health, physical education, and recreation
- an experience in intercultural living
- an experience in a vocationally oriented activity

Students, with the assistance of the advisor and the Director of Practicums, develop proposals which must meet the guidelines established for each practicum and be approved by the Faculty Practicum Committee. Each student completes an evaluation of the experience after each practicum.

Seniors must complete all proposals by December 15 and all evaluations by April 15 of the graduation year.

Further information is available from the Director of Practicums or the Registrar.

Writing Proficiency Requirement

All students must demonstrate an above-average level of proficiency in expository writing. They may do this by either taking the annual Writing Qualification Test or by satisfactory completion of selected writing courses offered by the English Department. Special arrangements are made for students who transfer from other colleges and transfer students should consult the Department of English immediately upon enrolling at Bethany.

Details on the Writing Qualification Test, including when it is given, as well as information on writing courses from which the student may select, are included under the Writing Proficiency Program section in the English Department, page 64.

Senior Project

Each student must produce a project which conforms to the guidelines and fulfills the requirements of the major department.

Two to eight hours of credit are given after the final evaluation and approval of the project. Scheduling of the project is at the discretion of the department or the student's advisory committee.

The project is evaluated by at least one person in the major other than the student's

senior project advisor. The final evaluation is made in consultation with the student and the project is made available to the College community.

Recent projects have included extensive research papers, original computer graphics work, writing and producing a radio series, laboratory research, directing a play, and creative writing.

Senior Comprehensive Examination

Capping the Bethany education is the Senior Comprehensive Examination. Comprehensive examinations assure the College of qualitative accomplishment and lead the student to a sense of self-confidence and achievement.

A student who has attained senior standing, is completing the requirements for a major and has a GPA of at least 2.00000 in the major is eligible to take the Senior Comprehensive Examination. To take the Examination the student must apply in the office of the Registrar at least two months prior to the first day of the written section of the Examination. The Examination, which is offered in January and in May, is both written and oral. In some majors sections of the Graduate Record Examination are part of or prerequisite to the Senior Comprehensive Examination. The Registrar arranges the oral section as soon as possible after the written section, but in no case more than two weeks later.

Students who have completed all requirements in their majors may take the examination in January with the consent of their advisors. Students failing the examination in January may take it again in May or at any time that it is regularly given within the following twelve months. If the student fails a second time, the student may petition the faculty for a re-examination during the following year. No student may take the examination more than three times.

Students who do unusually well on the Senior Comprehensive Examination are listed at graduation as having "passed with distinction."

Residence Requirement

Students normally require four years to complete all requirements for a degree at Bethany. Sometimes they may complete their work in less time. Regardless of the time taken to finish the degree, Bethany requires that students spend their last two full-time semesters (of at least 12 semester hours each) in residence at the College. A student may be permitted to study off campus during the Senior year if the previous full year has been spent in residence and if prior approval has been granted by the Academic Appeals Committee.

Pre-Professional Study

Bethany offers pre-professional study programs in:

- Engineering
- Medical and Health Professions
- Law
- Ministry

The Bethany engineering program permits students to earn both a bachelor's degree from Bethany and a B.S. in engineering from a cooperating engineering school upon completion of a five-year sequence. Students spend three years in the liberal arts environment of Bethany and then attend Case-Western Reserve University, Columbia University, Georgia Institute of Technology, or Washington University for an

additional two years.

Students desiring to prepare for the study of medicine, dentistry, or any other health related field find instruction and facilities at Bethany which satisfy the entrance requirements for the best professional schools. Medical admission tests must be taken in the junior year and specific course planning is required, beginning with the first semester of the freshman year. Bethany also provides a degree program for certified allied health professionals who have completed accredited technical programs at other institutions.

No single curricular pattern is recommended as preparation for law school, but Bethany provides the key ingredients for entrance, such as breadth of knowledge and high levels of achievement in writing, critical thinking, and logical reasoning.

Students planning to enter church vocations complete their preparation in seminaries and graduate schools of religion after undergraduate pre-seminary studies at Bethany.

Bethany also provides thorough preparation for professions in the fields of business administration, communications media, public administration, teaching at all levels, social work, and many more. Students are encouraged to contact individual academic departments, as well as the College's Office of Career and Professional Development, for academic and career planning.

Internships

Students may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must obtain a full-time job in his or her chosen area and arrange independent study credit which will integrate this work experience with formal theoretical study.

A written proposal, signed by the faculty member charged with supervising and evaluating the project, must be approved by the faculty Curriculum Committee. The proposal must provide a description of the student's goals in undertaking the program, a description of the experience including a summary of his or her responsibilities and the name of his or her supervisor, a description of the formal independent study course work, an explanation of the way in which the program will integrate the work experience and the formal independent study course work, and a description of the methods to be used in supervising and evaluating the entire project.

Students may earn eight credit hours upon satisfactory completion of the project. No additional academic work may be taken during the semester of the project.

Study Abroad

Qualified students may earn academic credit for formal study completed in foreign countries. To be eligible for study abroad, a student should normally have junior standing. Approval by the faculty International Education Committee is required.

Several programs for study abroad are part of the Bethany curriculum:

Heidelberg Program

Qualified students work out individualized programs of intensive study in the German language at the university level in Heidelberg, Germany.

Oxford Semester

Approximately twenty students spend the fall semester in Oxford, England, with a Bethany professor studying British literature, history, and culture. Participants are

full-time matriculated Bethany students, but live and study in Britain.

Paris Sorbonne Program

By special arrangement with the Sorbonne, qualified Bethany students may enroll for a semester or a full year in its Cours de Langue et de Civilisation Francaise. A Bethany representative in Paris serves as counselor to Bethany's students during their stay at the Sorbonne.

Spain Study Program

Through special arrangement with universities in Pamplona and Salamanca, qualified Bethany students may enroll for a semester or full year.

Other Programs

Bethany students have participated in additional programs for study abroad. The Director of International Education Programs can provide interested students with information about programs which have been examined and approved.

Washington Semester

One or two advanced students in history, political science, economics, or sociology may pursue studies in these fields under the direction of the American University in Washington, D.C. A student participating in this plan takes six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the program advisor and have the approval of the Dean of the Faculty.

State Government Study

The Departments of History and Political Science administer a program in conjunction with the West Virginia University Foundation in which an outstanding junior or senior is selected each year to spend one week in Charleston, W. Va., studying the three branches of state government. Students may earn two hours of credit for this program.

Academic Common Market

Bethany is a member of the Academic Common Market, an interstate agreement among southern states for sharing academic programs. This agreement allows Bethany students, who qualify for admission, to apply for enrollment in 80 graduate degree programs in other common market states on an in-state tuition basis. The Southern Regional Education Board sponsors this program. Further information concerning the Academic Common Market is available at the Office of Career and Professional Development.

External Programs

Bethany College develops special programs for older adults through intensive, short-term residential and off-campus seminars, institutes, courses, and workshops. These programs generally serve business, industrial, educational, professional, and church organizations.

Each summer, the Bethany campus and facilities are used for camps for youth, including camps for sporting activities, church groups, and musical groups. Retreats and workshops also are conducted on the Bethany campus.

Facilities and Resources

Substantial resources are invested in the education of Bethany students. The gross assets of the College on June 30, 1990, totaled \$54,419,622. Facilities and equipment at book value were \$27,685,095 with a replacement value of approximately \$45,403,555. The market value of all endowment funds was \$33,221,972.

The Academic Computer Center

The Academic Computer Center houses state-of-the-art computing facilities, including an Artificial Intelligence Laboratory. The facility is available to all students for work on class assignments and projects.

Library

The library serves the Bethany community in the following ways:

- By acquiring and making available traditional and non-traditional forms of information and knowledge
- By providing support, guidance, and training in the selection and use of information sources
- By helping students learn to evaluate information
- By helping faculty and students realize the goals of specific courses
- By promoting awareness of issues concerning the accessibility to and distribution of information
- By keeping the community abreast of developments in information technology and resources
- By collecting, preserving, and providing access to archival materials documenting the history of the College and Alexander Campbell, its founder

The primary center for library services and resources is the T.W. Phillips Memorial Library, which also houses the Center for Campbell Studies. In addition to the collections housed in the main library building, the library assists in maintaining specialized library reading rooms at various locations on campus for chemistry, economics, education, and law. The main library is open 86 hours per week when classes are in session, providing library services throughout the campus and access to collections and databases worldwide through interlibrary loan and computer networks.

Recreation Facilities

The Larry Hummel Field House (formerly Alumni Field House), John J. Knight Natatorium, and various playing fields are available for student use at most hours. A major expansion of these facilities is planned.

Special Advising Center

The Special Advising Center provides counseling to students with diagnosed learning disabilities and guides them in developing successful strategies for learning.

Office of Career and Professional Development

Bethany's Office of Career and Professional Development assists students and alumni in planning careers and obtaining both temporary and permanent jobs. Career counseling is provided and workshops are presented on such topics as resume writing, interviewing, job hunting, and skills identification. The Office coordinates and schedules on-campus recruiting. It also maintains a Career Resource Center consisting of career planning literature, job announcements, a volunteer contact network of alumni and friends of the College, material on internships, and graduate and professional school information. Free credential service is available to all seniors and alumni who register with the Office.

The Leadership Center

Millsop Building houses offices, seminar rooms, exhibition areas, and a 123-seat circular conference room for continuing education activities. The center offers a regular series of conferences, seminars, and workshops for education, business, and professional groups. It is a memorial to Thomas E. Millsop, former president and chairman of the National Steel Corporation.

Gresham House (1972) is a guest facility which provides 40 rooms for overnight accommodations for visitors to the College. It is named for Dr. Perry E. Gresham, Bethany's twelfth president, and his wife, Aleece.

Harder Hall (1981) is an educational laboratory and dining facility. It adjoins Gresham House, the guest facility. It honors Delmar C. Harder, a pioneer in automation in the American auto industry.

College Buildings and Grounds

More than 30 academic, administrative, and residential buildings are located on the 1,600 acre campus. The principal structures are:

Old Main (1858) is the centerpiece of Bethany's academic buildings. Its tower dominates the campus and is the chief architectural feature noted as one approaches the College. Old Main is listed in the *National Register of Historic Places*. The building is one of the earliest examples of collegiate Gothic architecture in the United States. Old Main restoration work has been under way since 1977 with approximately \$4 million invested in the project. Old Main was designated a National Historic Landmark in 1990.

Commencement Hall (1872) provides the setting for convocations, concerts, lectures, dramatic presentations, and other gatherings. During 1983-1984, the Hall was restored to its original state.

Grace Phillips Johnson Visual Arts Center (1984) offers facilities for computer graphics, television, painting, sculpture, and design. The Sandra Weiss Berkman Studio for Ceramic Arts is adjacent to the Center. The building was formerly Irvin Gymnasium (1919). Complete renovation accomplished during 1983-1984 makes this an outstanding facility for instruction in the visual arts.

Richardson Hall of Science (1964) provides contemporary facilities for the chemistry, physics, and mathematics departments and houses the Academic Computer Center. It is named for Robert Richardson, Bethany's first science professor.

David and Irene Steinman Fine Arts Center (1969) provides excellent facilities for music and theatre. A fully equipped theatre occupies the central portion of the building. Teaching studios, studio-classrooms, a general rehearsal room for the larger vocal and instrumental groups, and individual practice rooms support instruction in music.

Cramblet Hall (1905) was constructed through a gift from Andrew Carnegie. Originally the library, it was remodeled in 1961 to house administrative offices. It is named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur Haverfield Cramblet.

Cochran Hall (1910) was built as a men's residence by Mark M. Cochran of the class of 1875. The interior of the building was completely remodeled during 1974-1975 to serve as a site for faculty offices and student conferences.

Oglebay Hall (1912) accommodates the laboratories and classrooms for the biology and psychology departments. The building was a gift of Earl W. Oglebay of the class of 1869.

Pendleton Heights (1841) was built during the College's first year by W. K. Pendleton, a member of the first faculty and second president of the College. Today it serves as home for Bethany's president. Pendleton Heights is listed in the *National Register of Historic Places*.

Renner Union-Bethany House (1948) is the student union. Here are found the campus radio station, the College bookstore, a student photographic darkroom, music listening rooms, a spacious lounge, and the Admission Office. The alumni joined in 1969 with the R. R. Renner family of Cleveland, Ohio, to remodel this facility.

Benedum Commons (1969) is the modern, air-conditioned dining facility for all Bethany students. In addition to the main dining room, "The Ogden Room," the building houses a snack bar, lounge facilities, and several small dining rooms, including "The Berkman Room," for special student and faculty events.

John J. Knight Natatorium (1967) contains a six-lane, 25-yard, heated pool which is used in the physical education program and for intercollegiate competition. It is named for John J. Knight, long-time director of athletics. Four tennis courts are located next to the natatorium.

Larry Hummel Field House (1990) provides physical education facilities for men and women. It is also used for concerts. Formerly Alumni Field House (1948), the building was extensively renovated in 1989-90. Adjacent to the field house are football, soccer, and baseball fields, tennis courts, and a quarter-mile track.

The T. W. Phillips Memorial Library (1959) serves as the hub for an academic information network that provides the campus with over 250,000 items locally (books, periodicals, newspapers, microforms, pamphlets, audiovisuals, archival materials) and access to millions of titles across the nation and around the world through OCLC, Dialog, and other computer networks. The Center for Campbell Studies, housed in the Library, contains books, periodicals, letters, paintings, photographs, and museum pieces related to Bethany's founder and first President, Alexander Campbell.

Student Life

Education at Bethany is an experience in integrated living and learning. The College community offers a great variety of activities, and students are encouraged to participate in those which best complement their educational experience. Many opportunities for leadership experience are provided.

Bethany encourages mature and responsible citizenship by its students. The College believes this citizenship is realized through the measured personal freedom of each individual and the community-building efforts of students, faculty and administrators. College officials intervene when the rights and privileges of some are threatened by the actions of others.

During the 1985-1986 academic year, students, faculty and trustees cooperated in writing a Compact for Bethany College. The Compact is a general statement of philosophy, aspiration, and expectation regarding the way the entire Bethany community is to live together. All members of the College are urged to read and live up to the ideals of this statement. It can be found in the Bethany College Student Handbook.

Student Government

The Student Board of Governors, composed of representatives from all residence groups, manages a substantial budget and appropriates funds for a wide variety of student activities. Students are appointed to many faculty committees, including those concerned with curricula, athletics, international education, cultural and speakers' programs, and others.

Residence halls help to shape the social life of the campus. Fraternities, sororities, and house associations accommodate all upperclassmen in small, self-governed units. Students are responsible for their conduct in the residence halls, for academic, cultural, and social programming sponsored by the halls, and for care of the facilities. Freshmen, soon after their arrival, organize and send representatives to student government.

Residence Life

Most Bethany residences are small housing units accommodating 32 or 48 students and containing social and recreational facilities.

Freshmen live in somewhat larger residence halls, but are granted many of the same freedoms and responsibilities of the upperclassmen. Head residents and student resident assistants provide leadership and counsel to freshmen.

Phillips Hall, one of two freshmen women residences, is the most gracious residence hall on campus. Built in 1890, it was remodeled and restored in the late 1970s. The ground floor now houses a large, multi-purpose recreation room, Renner Too, and Maxwell's Coffee House and kitchen facilities.

Social Life

Fraternities, sororities and independent house associations constitute the primary social groups of upperclass men and women on campus. The six fraternities and four sororities are nationally affiliated and their members constitute approximately 60 percent of the student body. Representatives from each serve on agencies which coordinate fraternal affairs and activities.

Fraternities represented are Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Phi Kappa Tau, and Sigma Nu. Sororities are Alpha Xi Delta, Kappa Delta, Phi Mu, and Zeta Tau Alpha.

The student-run Renner Union Program Board is responsible for programming a wide range of activities on campus. These include cultural events, such as opera, dance, and art exhibits, as well as popular events, such as concerts, dances, and other social activities.

In the past few years Bethany programs centering on international business, American business, and American politics have brought an array of distinguished speakers and visitors to the campus to meet with students and faculty. These programs have featured a former President of the United States, United States Senators, Governors and former Governors, Ambassadors, corporate chief executive officers, and leaders in the fields of public affairs, business, sciences, and the arts.

Other activities on campus which are well supported by student participation include theatre, various musical groups, intercollegiate and intramural sports, and student-run clubs. The campus media (a weekly newspaper, a yearbook, a magazine, a literary magazine, an FM radio station, and a cable TV station) command much student interest and participation.

Religious Life

A wide variety religious backgrounds are represented in the student body and faculty. Although participation is voluntary, there are many opportunities for religious activity on campus.

Many students find Bethany Memorial Church an opportunity for expression of their religious faith. The minister of this church, who is also a College Chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling-Charleston Diocese of the Roman Catholic Church provides a chaplain and chapel for Catholic students. The chaplain is available daily for counseling, in addition to the celebration of Mass each Sunday and on holy days.

The Jewish fellowship meets for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the fellowship and entertain Jewish students for the high holidays.

Student Regulations

The *Student Handbook* contains a complete description of the regulations pertaining to housing, dining facilities, health services, motor vehicles, use of alcoholic beverages and drugs, eligibility requirements, and other areas of student life. However, applicants for admission should know the following in advance:

- 1) The College expects and enforces lawful behavior in all matters. Particular emphasis is placed upon respect for the rights of others and upon other principles of good citizenship.

- 2) With the exception of commuters (i.e. married students or students living with parents) all students are required to live in College residence halls or fraternity or sorority houses unless excused by the Vice President for Student Services.
- 3) All students, except commuters, are required to board in the College dining hall unless excused by the Vice President for Student Services. No refunds are granted for meals missed.
- 4) Freshmen are not permitted to bring automobiles to Bethany unless the request is approved by the Vice President for Student Services and the vehicle is properly registered.
- 5) Violations of regulations which are not adequately dealt with by the self-governing housing unit are judged or otherwise disposed of by the Vice President for Student Services.

Student Health Services

All students entering Bethany for the first time are required to submit a completed physical examination form before registration. The College health service is maintained by student fees, and all students are entitled to nursing service and specified access to a physician. A minimum charge for prescription medicines, ointments, or injections may be added to the student's account under certain conditions.

The Bethany infirmary is on 24-hour call for illnesses and injuries which occur during the academic year. Service is not available at the infirmary during vacations and recess periods. Students who suffer serious illness and accidents are usually treated at the Wheeling Hospital, located 15 miles from the town of Bethany. Ambulance service for emergencies is available.

The College physicians have regular office hours during the week for free consultation. In case of an emergency operation, when the parents cannot be reached, the Vice President for Student Services, upon the recommendation of the College physician, assumes the responsibility of giving permission for treatment.

Bethany provides medical, surgical, and hospitalization insurance. All students are automatically included in the coverage from September 1 to August 31 and are charged accordingly unless the appropriate waiver is forwarded to the Business Office.

Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance.

Bethany has had a substance abuse program on campus since 1981, which has been continually refined and improved in the light of national trends and current information. The program is under the leadership of the Coordinator of Substance Abuse Programs in association with the staff of the Office of Student Services, the Health Services Staff, the Counseling Staff, and off-campus Certified Alcohol and Substance Abuse Counselors. Through the program the College provides community-wide educational workshops, support groups, and intervention for those in jeopardy.

Intercollegiate Athletics, Intramurals, Recreation

Bethany College is a member of Division III of the National Collegiate Athletic Association. Varsity women's and men's teams participate in the Presidents' Athletic Conference. Members of the Conference, in addition to Bethany, are Grove City, Thiel, Washington & Jefferson, and Waynesburg. Men's teams compete in baseball, basketball, cross country, football, golf, soccer, swimming, and track. Women's teams compete in basketball, soccer, softball, and volleyball. Individual women may also participate in cross country, swimming, and track.

Club sports teams provide intercollegiate competition in men's baseball, ice hockey, lacrosse, soccer, and volleyball. Women's teams on the club level participate in lacrosse, soccer, and softball.

A wide variety of sports is offered to the entire student body through Bethany's intramural program. Facilities are located on or nearby the campus for numerous individual or group athletic, health, and recreation activities.

Scholarships, Recognition Awards

Bethany recognizes promise and intellectual attainment by awarding a large number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis, but are continued from year to year only if the recipient has met the following conditions:

- A satisfactory scholarship index
- Satisfactory conduct as a student
- Worthwhile contributions to the College program
- Constructive citizenship in the College community
- Payment of student accounts as scheduled

Each fall Bethany holds the **Competitive Scholarship Opportunity**, a program which offers tuition grants, regardless of financial need, in areas of social sciences, physical and life sciences, and the humanities. These scholarships are awarded on the basis of performance on a competitive examination, secondary school record, standardized test scores, and personal qualities.

Each spring Bethany offers its **Kalon Leaders Program** in which participants vie for four-year tuition grants, also regardless of financial need. Selection is based upon past leadership achievements, secondary school record, a required essay, references, and interviews by Bethany faculty.

Bethany offers a wide range of scholarships, designated and external trust scholarships, as well as sustained awards and loan funds. These awards, most named for distinguished alumni and faculty members and friends of the College, are awarded to worthy and eligible students. Some are designated for specific fields and interests.

Awards are made by the President and by the Scholarship Committee in accordance with the requirements of a particular endowed fund.

A complete listing of all scholarships is available from Bethany's Office of Development, the Office of the Dean of the Faculty, and the Office of Student Services.

Achievement Recognition

Bethany encourages achievement in scholarship and leadership in student affairs by public recognition at Commencement, Honors Day, and on other suitable occasions.

Graduation Honors

Students who have done academic work of unusual merit are graduated with honors: *Summa Cum Laude* (3.85); *Magna Cum Laude* (3.65); *Cum laude* (3.35). The awarding of honors is determined upon the basis of total quality points earned, performance on the Senior Comprehensive Examination, and the recommendation of the student's advisor.

Senior Fellowships

Certain members of the junior class may be designated as senior fellows for the following year. The selection is made from students who have demonstrated unusual excellence in their major and the character and ability to do special work ordinarily as an assistant in instruction or research.

No more than twelve full-year senior fellowships and one senior fellowship at-large or the equivalents are awarded in any one year. Usually no more than one full-year fellowship or the equivalent is awarded in any one department. Although the title of senior-fellow-at-large is primarily for capable students in interdisciplinary programs, students in other majors may be nominated for this category.

The selection of senior fellows is made by the Honors Committee, usually from nominations presented by department heads.

Dean's List

At the end of each semester students who have demonstrated a high level of academic achievement (grade point average of 3.65 or better) and have completed at least 12 graded hours during the semester are designated as "Students Distinguished in Scholarship." Often called the Dean's List, this distinction is determined by the Honors Committee.

Honor Societies

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

College-Wide

Gamma Sigma Kappa is a scholastic society founded at Bethany in 1932. Degree-seeking students who have achieved a cumulative scholarship index of at least 3.70 (over at least four consecutive semesters and provided that in no semester their scholastic index falls below a 3.00 and provided the student has completed at least 12 graded hours in each of the semesters) may, upon recommendation of the Honors Committee, be considered for membership. Usually, however, not more than 10 percent of any class will be recommended.

Bethany Kalon is a junior and senior society established in 1948 to give recognition to students of high character who have demonstrated competent and unselfish leadership in student activities and have been constructive citizens of the College community. Selection is made by members of the society with the advice and approval of the Honors Committee.

Biology

Alpha Phi Chapter of Beta Beta Beta is for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation into the life sciences.

Chemistry

Pi Alpha Chapter of Gamma Sigma Epsilon, a national chemistry honorary, was established at Bethany in 1989. Its purpose is to promote and recognize interest, scholarship, and research in the field of chemistry. Students are elected from those who have completed a minimum of 16 semester hours of chemistry with at least a 3.00 grade-point average and an overall grade-point average of 2.75, or from students recommended by faculty in the Chemistry Department.

Communications

The Bethany Chapter of the Society for Collegiate Journalists, a national recognition society in journalism, is designed to stimulate interest in journalism, foster the mutual welfare of student publications, and reward journalists for their efforts, service, and accomplishments.

Economics

Alpha Chapter of Omicron Delta Epsilon, an international honor society in economics, was established in 1960 to recognize excellence in the study of economics. Membership is limited to students who have completed a minimum of 12 semester hours of economics, including either Economics 301 or 302, and who have achieved both a departmental and overall grade-point average of 3.25 or better.

Education

Alpha Beta Gamma is an honorary organization in education dedicated to recognizing and fostering professional concern, involvement, and experience in education.

Fine Arts

Beta Gamma Chapter of Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing major and minor roles or working with technical or business aspects of theatre.

Epsilon Chi Chapter of Kappa Pi is for students of graphic arts. Its purpose is to uphold the highest ideals of a liberal education, to provide a means whereby students with artistic commitment meet for the purpose of informal study and entertainment, to raise the standards of productive artistic work, and to furnish the highest reward for conscientious effort in furthering the best interest in art in the broadest sense of the term.

Sigma Tau Epsilon music honorary promotes participation and appreciation of music by encouraging attendance at recitals, sponsoring field trips to concerts, and providing an opportunity for students of music to meet and exchange ideas. The honorary also encourages participation in College musical groups and solo recitals while upholding high standards of musical performance. Qualifications for membership include active participation in College musical organizations.

Foreign Languages

Kappa Xi Chapter of Sigma Delta Pi is an honor society for those who attain excellence in the study of the Spanish language and the literature and culture of the Spanish peoples. Students who are at least second semester sophomores and have a high scholastic index and who have completed at least one advanced course in Spanish literature are eligible for membership.

History

Mu Epsilon Chapter of Phi Alpha Theta was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with a grade-point average of 3.1 or better and with at least a 3.0 grade-point average in two-thirds of all other studies. Members also must rank in the upper 35 percent of their class.

Literature

Gamma Upsilon Chapter of Lambda Iota Tau is an international honor society for the encouragement and reward of scholastic excellence in the study of literature. Membership is limited to juniors and seniors who have a cumulative scholarship index of 3.0, who have completed a minimum of 12 semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have presented a scholarly, critical, or creative paper which has been accepted by the chapter. The chapter presents an annual award for the best senior project in literature. Lambda Iota Tau is a member of the Association of College Honor Societies.

Mathematics

Alpha Chapter of Kappa Mu Epsilon, a national honor society in mathematics, was established in 1975 to recognize outstanding achievement in mathematics. Its membership is limited to those students who have completed at least three semesters at Bethany, rank in the upper 35 percent of their class, have completed at least three mathematics courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all mathematics courses.

Physical Education

Phi Delta Psi is as physical education honorary for both men and women which encourages scholarship, leadership, fellowship, high educational standards, and participation in departmental activities. To be eligible, students must be at the second semester level of the sophomore year and achieve a grade-point average of at least 3.0 in Physical Education after taking at least nine hours in the department.

Social Science

Pi Gamma Mu is a social science honorary for men and women who have achieved high academic standing in the study of history, economics, political science, sociology, and geography. A 3.0 average in at least 20 hours of study in these fields and standing in the top 35 percent of their class are required for membership.

Awards

College-Wide

Oreon E. Scott Award is presented to the graduating senior who has achieved the highest academic standing over a four-year period of study. The donor of this award was a long-time Bethany trustee and a graduate of the class of 1892.

Francis O. Carfer Prize is given to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College. Mr. Carfer, a trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishments and characteristics of loyalty, service, and devotion to Bethany.

Aleece C. Gresham Award, announced each spring at the May Morning Breakfast honoring senior women, was initiated in 1987 and is presented to a senior woman who has attended Bethany for at least five semesters. To be eligible for selection, senior women must have a grade-point average of at least 2.5 or better, have participated in and displayed leadership in a variety of co-curricular activities, and must have shown dedication and commitment to Bethany College.

The Pittsburgh Bethany College Club, comprising the Bethany alumnae of Pittsburgh, provides an award to the outstanding woman in the junior class. The award is based on qualities of leadership, character, conduct, and scholarship. The Club has placed a plaque in Phillips Hall on which names of winners are engraved. In addition, an individual gift is made to the recipient.

W. F. Kennedy Prize is given to the outstanding man in the junior class. This prize, established by Mr. Kennedy of Wheeling, W.Va., is awarded on the basis of the student's contribution to the College community life through leadership in activities, in personal character, and scholarship.

Richard B. Kenney Freshman Leadership Award is granted to a freshman who has demonstrated outstanding scholarship, leadership, and character at Bethany, who has become actively involved in Bethany, and who has contributed service and devotion to the College community. The student must achieve at least a 3.50 grade-point average during the first fall semester at Bethany. The award honors the late Dr. Kenney, T.W. Phillips Professor of Old Testament Literature who taught at Bethany from 1964-1986. The award was established by the Freshman Activities Council of 1986-1987.

Lambda Iota Tau Freshman Writing Award, awarded by the English Department and Lambda Iota Tau, is given annually to the author of the best essay written in the freshman studies program. Each discussion group leader submits the best essays from the group, and the winning essay is determined by a panel of judges.

Research Awards

Gans Fund Awards are presented to juniors, seniors and graduates of the College who are engaged in approved study and research in some specific field of the sciences at Bethany College or elsewhere. The direct charge is "for the encouragement of research and discovery in the various fields of science." These awards were established by Wickliffe Campbell Gans of the class of 1870 and Emmet W. Gans in memory of their father and mother, Daniel L. and Margaret Gordon Gans.

Social Groups

Anna Ruth Bourne Award stimulates scholarship among the women's social groups. A silver cup, provided by an anonymous donor in honor of the former distinguished head of the English Department, is awarded to the recognized women's group whose active membership earns the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

W. Kirk Woolery Award encourages scholarship among the men's social groups. A silver cup, donated by friends of the late Dr. Woolery, a former Dean and Provost of the College, is held by the recognized men's social group or housing organization whose membership (active membership only in the case of fraternities) earns the highest scholarship standing each semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

Travel Awards

Bettie Blanck Travel Award is made to the student whose proposal for foreign travel best promises to augment study in English literature. The award was established by Thomas A. Hopper, class of 1967, in honor of his mother, a member of the class of 1944.

Vira I. Heinz Award is granted to the junior woman who has distinguished herself by leadership, character, and scholarship and whose proposal for foreign travel most significantly supplements her educational objectives. This award for summer travel is provided by the fund of the late Vira I. Heinz, recipient of the honorary Doctor of Religious Education degree from Bethany in 1969.

Benjamin Chandler Shaw Travel Award is granted to the junior man who has distinguished himself by leadership, character, conduct, and scholarship and whose proposal for foreign travel most significantly supplements his educational objectives. The award is funded by an anonymous friend of the College in recognition of the late Dr. Shaw, Bethany's George T. Oliver Distinguished Professor of History and Political Science. Dr. Shaw joined the Bethany faculty in 1935, served from 1945 to 1966 as head of the Department of History and Political Science, and continued part-time as a faculty member until 1975.

Library

Edna W. Woolery Bibliography Prize, named for the Librarian at Bethany College during the 1950's, is awarded to a senior student and to a freshman student who have individually compiled a bibliography and who request that it be considered for receiving the award. In the event that the award, established in 1981, is not granted in any year, the funds are used to purchase books for the Library. Additional information is available from the Librarian.

Biology

Beta Beta Beta - B. R. Weimer Award, established in honor of the late Dr. Weimer, Professor of Biology and Dean of the Faculty, is given each year to the senior in Biology who has attained the highest academic rank in this major.

Beta Beta Beta Prize is awarded the student who has received the highest grades in the initial courses in biology.

Chemistry

Senior Chemistry Award is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in the department.

Freshman Chemistry Award is presented each year to the student who attains the highest grade-point average in a freshman-level chemistry course.

Communications

E. E. Roberts Distinguished Prize in Campus Journalism is awarded to an outstanding student who excels in work with one of the student media, in academic work in the Department of Communications, or both.

Society for Collegiate Journalists Award of Merit is presented to an upperclass writer or editor for significant contributions to campus student publications.

WVBC-FM Senior Award is given to the senior who for four years has lent qualities of dedication, loyalty, leadership, talent, and creativity to WVBC's operations.

WVBC-FM Talent Award is presented to the member of the WVBC staff who has offered the most outstanding continuous radio programming during the year.

Economics

Forrest H. Kirkpatrick Award is presented annually to the outstanding senior majoring in economics. The award is named in honor of Dr. Kirkpatrick, long-time professor and dean of the College.

Wall Street Journal Award is given to the student majoring in economics who has the highest average in selected departmental courses and who has shown strong participation in departmental activities.

English

Florence Hoagland Memorial Award, given by a graduate of the class of 1944, is presented to the outstanding senior English major. The award honors the memory of the late Miss Hoagland who was for many years Professor of English at Bethany.

Christine Burleson Memorial Award, given by a graduate of the class of 1936, is presented to a senior English major who has attained excellence in this field. The award honors the memory of the late Miss Burleson who was professor of English and Dean of Women from 1932 to 1936.

Cammie Pendleton Awards, named in honor of Miss A. Campbellina Pendleton, Professor of Language and Literature at Bethany from 1884 to 1909, are presented to the outstanding junior and sophomore majoring in English. These awards are given by Dwight B. MacCormack Jr. of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

Fine Arts

Rush Carter Prize in music is presented to a member of the senior class in recognition of outstanding achievement in music. The prize honors the memory of the late Professor Carter who was a member of the Bethany faculty from 1934 to 1945.

George K. Hauptfuehrer Award in music is sponsored by Sigma Tau Epsilon in honor of Professor Hauptfuehrer, Professor of Music and Head of the Department of Music Emeritus. The award is presented to the Bethany student who has demonstrated musical excellence and has participated actively in campus musical organizations. Preference is given to seniors.

Charles H. Manion Award is made to the outstanding senior in Fine Arts with an emphasis in one of the art areas. The award memorializes Mr. Manion, long-time trustee of Bethany College who was associated with the steel industry in the Ohio Valley and who enjoyed painting. The award is provided by his daughter, Mrs. Leonard Yurko of Weirton, W.Va.

A. Kenneth Stevenson Theatre Award is presented each year to the outstanding Bethany junior or senior of any discipline with a minimum grade-point average of 3.2 who has contributed most significantly to Bethany College Theatre activity. The award also provides for guest artists to enhance the program in Theatre. Mr. Stevenson of Washington, Pa., was a long-time supporter of the Bethany College Theatre program until his death in 1979. Mrs. Stevenson, her sons, Drew and Mark, both graduates of Bethany, and members of the Department of Fine Arts make the yearly selections.

Foreign Languages

Pearl Mahaffey Prize is awarded to the outstanding senior major in Languages. The award was established by Mrs. Walter M. Haushalter and other former students of Bethany's Emeritus Professor of Foreign Languages. The prize honors Miss Mahaffey, a faculty member from 1908 to 1949 and a trustee of the College at the time of her death in 1971.

Leonora Balla Cayard Prize is awarded to an outstanding German student. This prize honors Dr. Leonora Balla Cayard who was Professor of German and Head of the Department of Foreign Languages until her retirement in 1986. Selection is made by the Department of Foreign Languages.

Theodore R. Kimpton Prize is awarded to the outstanding French student. This prize, which is restricted to those students whose native language is other than French, was established by Kimpton, Assistant Professor of Foreign Languages at Bethany prior to his retirement from full-time teaching in 1975.

Shirley Morris Memorial Award was established by Theta Chapter of Zeta Tau Alpha in memory of Miss Morris, a member and past president of the chapter. The award is given to an outstanding student in the field of modern languages. Selection is made by the Department of Foreign Languages.

Margaret R. Woods Prize, sponsored by the Kappa Xi Chapter of Sigma Delta Pi, is awarded to the outstanding Spanish major. The prize honors Miss Woods who was a faculty member from 1943 until her retirement in 1965. Selection is made by the Department of Foreign Languages.

History

Frank Alfred Chapman Memorial is a fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding history student. Preference is given to students of American History and the Ohio Valley.

Interdisciplinary Studies

Frank Roy Gay Award, established in 1982, is given to the senior interdisciplinary major who maintains a grade-point average of 3.5 or above and displays outstanding leadership qualities in the Bethany community. The award is named for the former Professor of Classics at Bethany who taught English literature, religion, and philosophy.

Literature

Lambda Iota Tau Outstanding Senior Project Award is presented annually to the student submitting the best senior project in literature.

Mathematics

W. H. Cramblet Prize recognizes outstanding achievement in mathematics. It is named in honor of Mr. Cramblet, the eleventh President of Bethany College.

Philosophy

Winfred E. Garrison Prize is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Garrison, a member of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

Physical Education

John J. Knight Award is presented to the senior male Physical Education major displaying outstanding scholarship and athletic participation during his four years at Bethany. To be eligible for selection, the student must have an overall grade point average of at least 2.75 and a grade point average of at least 3.20 in Physical Education.

S. Elizabeth Reed Award is presented to the senior female Physical Education major displaying outstanding scholarship and athletic participation during her four years at Bethany. To be eligible for selection, the student must have an overall grade point average of at least 2.75 and a grade point average of at least 3.20 in Physical Education.

Physics

J. S. V. Allen Memorial is a fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding physics student.

Psychology

Thomas R. Briggs Award is presented annually to the senior in psychology who has maintained the highest academic average in the department. The award is a memorial to the late Mr. Briggs, class of 1978, recipient of the Psychology Society Award in 1978.

Religious Studies

Osborne Booth Prize is given to the student who excels in the field of Religious Studies and in the overall academic program. The late Dr. Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after 35 years of teaching at Bethany.

Sociology

Auguste Comte Award is presented to the senior of the Sociology Department for outstanding scholarship and keen interest in the field. The award is named after the founding father of the discipline.

Academic Procedures

Course Load

A normal semester load is 16 hours. A student may elect activities courses such as music, chorus, band, physical education, up to two hours with no additional fee, making the maximum academic course load 16 hours plus two hours of activities courses. Permission to take additional courses must be obtained from the Dean of the Faculty. Fees will be charged for any such approved courses. Applications for excess hours are available in the Registrar's Office.

A full-time student is defined as any student carrying at least 12 hours per semester.

Course Offerings

Most courses listed in departments are offered annually. Many, however, are offered every other year and a few are offered in three-year cycles. Students should see respective department heads for long-range course planning.

Activity Courses

Some courses which emphasize practice and performance are listed as activity courses. Of the 128 semester hours of credit required for a Bethany College degree, no more than 8 credit hours may be earned in activity courses and no more than 4 of these 8 credit hours may be earned in activity courses offered by a single department. A student may enroll in additional activity courses which will be listed on official transcripts and become part of the student's cumulative record.

Independent Study

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest. The student selects an area of study, subject to the approval of the head of the department. Upon approval, the student then completes an Application for Independent Study in the Registrar's Office before the start of the semester.

Cross-Listed Courses

When a course which is part of a department's requirements for its major may be taken for credit in more than one department, a student majoring in that field may register for the course in any department in which it is listed, but the course will count as part of the maximum credit which may be earned by the student within the major department.

Special Examinations

A student justifiably absent from a final examination or a test given in connection with regular class work is permitted to take a special test without payment of fees with the consent of the instructor and approval of the Dean of the Faculty. For any other examination a fee must be paid at the Business Office before the examination is taken, and the proper receipt must be presented to the instructor at the time of the examination.

Change of Schedule

During the first five class days of each semester, a student, with the approval of the advisor, may drop or add any course. No classes may be added after this time. A student may not withdraw from a full-semester course after the end of the ninth week of the semester or from a half-semester course after the end of the fifth week of the half-semester.

Class Attendance Policy

Students are expected to attend all class meetings and appropriate laboratory, discussion, and drill sections of their courses and to participate in all outside activities which are part of the courses.

Students may be granted official excused absences when they miss class for either of two reasons: (1) illness (as verified in writing by the Infirmary or another licensed provider of medical care); (2) participation in official college functions (as verified in writing by the Vice President for Student Services). It is the responsibility of the faculty to determine the nature of all other absences and to set proper responses to them, including possible academic penalties.

Grading System

Letter grades given and their equivalents in quality points are:

A.....	4.0	B—.....	2.75	D+.....	1.25
A—.....	3.75	C+.....	2.25	D.....	1.00
B+.....	3.25	C.....	2.00	D—.....	0.75
B.....	3.00	C—.....	1.75	F.....	0.00

Students are required to take at least 100 hours of letter-graded work.

Grades mean: A, *Superior*; B, *Excellent*; C, *Average*; D, *Below Average*; F, *Failure*.

Other report abbreviations and their meanings are:

Cr. *Credit*. No quality points.

NCr. *No-Credit*. No quality points or academic penalty.

NG. *No grade*. Used at mid-term only.

Inc. *Incomplete*. No quality points. Incomplete work is a result of sickness or some other justifiable reason. An incomplete must be removed by the end of the fourth week of the following semester, unless an extension of time is granted by the Dean of the Faculty. It is not possible for a student to remove an incomplete after 12 months.

W. Withdrawn. Indicates withdrawal from a full-semester course before the end of the ninth week of the semester, or withdrawal from a half-semester course before the end of the fifth week of the course. Carries no quality points or credit hours.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the major, a minor, or the Perspectives Program.

A report of the scholastic standing of students is received at the Registrar's Office at mid-semester in addition to the final semester reports. These reports are sent to the faculty advisor and the parents or guardians of each student.

Classification of Students

For sophomore rank a student must have at least 25 hours of academic credit. Admission to full junior standing is conditioned upon the student having at least 60 hours of academic credit. For senior class rank the student must have at least 94 hours of academic credit.

Students are not considered candidates for the baccalaureate degree until they have been granted senior classification, have filed an application to take the Senior Comprehensive Examination in their major and have filed an application for a degree.

Probation

A satisfactory scholastic record at Bethany requires a student to have a semester's grade point average of at least 1.70 during the freshman year, 1.80 during the sophomore year, and 2.00 during the junior and senior years. Students who have failed to meet the academic standards expected by the College are placed on probation.

Probation is a warning to a student (and to the student's parents or guardians) that academic performance is unsatisfactory and that unless significant improvement is made, continuation at Bethany will not be permitted. At the end of a semester on probation a student's entire academic record is reviewed by the Academic Appeals Committee. Continued enrollment depends on the trend in academic performance. A student who is unlikely to meet the requirements for graduation in the usual four-year period may be dismissed. An extension of the four-year period is permitted only when there are extenuating circumstances.

Transcript of Records

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the recipient specified by the student. One transcript is furnished to each student without charge; for each additional transcript a fee of \$1.00 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.00, and the others cost \$.50 each. Fees must accompany the request. All financial obligations to the College must be paid before a transcript is issued.

Withdrawal

An honorable dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied their advisor and a responsible officer of the College that there is a good reason to justify such action. Students asking to withdraw should present a written request to the Vice President for Student Services

along with a statement of approval from parent or guardian. The recommendation of the Vice President for Student Services is next presented to the Business Manager and then to the Registrar for final record. No withdrawal is considered complete until this procedure has been carried out.

Invalidation of Credits

Courses completed at Bethany or elsewhere more than 10 calendar years before the date of proposed graduation are not accepted for credit toward graduation. All candidates are expected to comply with degree requirements in effect at the time of acceptance of the degree application. With the approval of the Academic Appeals Committee and the payment of the required fee, the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to reinstate academic credit that may have been declared invalid because of date.

Academic Appeals Committee

The Academic Appeals Committee is composed of members of the Bethany faculty charged with the responsibility of developing policies and procedures for the equitable and efficient administration of the academic machinery in such areas as attendance, the grading system, and academic standards. The Committee reviews students' academic records to apply College policies on such matters as academic standing, probation, eligibility, and dismissal. It evaluates and acts on student appeals for exemptions from established policies.

Changes in Regulations

Bethany reserves the right to amend the regulations covering the granting of degrees, the courses of study, and the conduct of students. Membership in Bethany College and the receiving of its degrees are privileges, not rights. The College reserves the right (and the student concedes to the College the right) to require the withdrawal of any student at any time.



Course Descriptions

Biology

Aims

To acquaint students with the living world around them and with basic life processes; to demonstrate the scientific method as an approach to problem solving; to cultivate an appreciation of research; to develop laboratory skill in various types of work in biology; to prepare students as teachers of biology and for professional fields such as medicine, dentistry, veterinary medicine, and for graduate schools in various biological disciplines; and to help students find and appreciate their roles in the natural environment.

Requirements for Major

All students majoring in Biology must complete a minimum of 44 hours in the department including Bio. 100, 110, 180, 290, 308, 378, 477, and a senior project.

In addition, all majors must complete a minimum of 16 hours in chemistry, including two semesters of organic chemistry, and eight hours of physics.

Finally, all majors must complete one of two tracks.

Biology Track: Bio. 326; four hours from Bio. 343, 425, 467; four hours from Bio. 338, 440, or 442.

Biochemistry Track: Bio. 314, 320, 343, 467; eight hours of calculus.

German or French is recommended for those students preparing for graduate school. A semester of calculus is also strongly recommended. Statistics is recommended for students preparing for graduate work in ecology, wildlife biology, genetics, and certain other fields. Students with a special interest in botany should elect Bio. 338 instead of four hours from Bio. 440 and Bio. 442; and they should take Bio. 102 and 228.

Requirements for Minors

Botany: Bio 100, 110, plus eight hours from Bio. 102, 228, 326, 338.

Environmental Biology: Bio. 100, 110, 228, 231, 326.

Zoology: Bio. 100, 180, either 167 or 308, and four hours from 440, 442, or 425.

Requirements for Teaching Certification

Only Biology majors who have completed the following courses will be recommended for state certification to teach biology in the secondary schools: Bio. 100, 110, 167 or 308, 180, 290, 326, 343, 480; Chem. 101, 102; G.S. 103 or Phys. 103 or 201; the courses in the professional education sequence described in the listing of the Education Department (the minor in Secondary Education). *The following courses are prerequisite to student teaching: Bio. 100, 110, 167 or 308, 180, 290, 480.*

Bio. 100 Modern Concepts in Life Science 4 hours

An introduction to modern concepts of cell biology, metabolism, photosynthesis, nutrition, reproduction, heredity, evolution, behavior, and ecology, emphasizing the process of acquiring biological knowledge. Consideration is given to social and ethical implications of biological issues.

Bio. 102 Horticultural Science 2 hours

An examination of the scientific concepts on which horticulture is based. Emphasis is placed on the study of the plant, the basis of all horticultural activities.

Bio. 105 First Aid as Related to the Principles of Biology 2 hours

A major emphasis is placed on the biological principles utilized in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructor's certificates will be presented as an option at the end of the course. (May be taken for credit as P.E. 226.)

Bio. 110 Plants, People, and Environment 4 hours

A study of plant life including the evolution of the various groups of plants, an introduction to the morphology and anatomy of vascular plants, plant genetics and the functional life processes of plants. Some of the economic and ecological problems such as world food supply and effects of pollution on plants will also be examined.

Bio. 167 Introduction to Mammalian Anatomy and Physiology 4 hours

A study of mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body; lab study of the anatomy of the cat; human physiology. (Not open to biology majors. May be taken for credit as P.E. 167.) *Prerequisite: Bio. 100.*

Bio. 180 Invertebrate Zoology 4 hours

A structural, functional, and evolutionary study of the major invertebrate phyla.

Bio. 205 Emergency Medical Training 4 hours

The medical, communication, transportation records, and report instructions required for certification by the West Virginia Department of Health as an emergency medical technician. (Red Cross advanced first aid certificate may be earned by those passing the examination.)

Bio. 210 Evolution 2 hours

An examination of the evidence for the theories of evolution with special attention to the modern synthesis of genetic and ecological factors. *Prerequisite: An elementary course in biology or permission of the instructor.*

Bio. 228 Field Botany 2 hours

An introduction to the taxonomy of vascular plants with emphasis on the local flora and the techniques of herbarium science.

Bio. 231 Ornithology 2 hours

The anatomy, behavior, and identification of birds.

Bio. 250 Biological Rhythms 2 hours

A study of circadian and other rhythms in living organisms including humans. An emphasis is placed on the physiological and behavioral aspects of rhythms.

Bio. 251 Endocrinology 2 hours

A study of various endocrine glands and their hormonal regulation of diverse physiological functions in health and disease.

- Bio. 290 General Genetics** 4 hours
A synthesis of basic principles and modern molecular theory.
- Bio. 308 Comparative Vertebrate Anatomy** 4 hours
Comparative anatomy of the representative forms of vertebrates: lab study of the comparative anatomy of the shark, other lower vertebrates, and the cat.
- Bio. 314 Biochemistry** 4 hours
The chemistry of fundamental biological reactions with an emphasis on structure-function relationships, metabolic pathways, and the regulation of biochemical processes. The laboratory provides an introduction to the modern experimental techniques of biochemistry. *Prerequisite: Chem. 212.* (May be taken for credit as Chem. 314.)
- Bio. 320 Physical Chemistry for the Life Sciences** 4 hours
An introduction to the nature of thermodynamics including equilibrium processes. Applications of physical concepts to systems of biological interest are emphasized. A study of the rate processes in the liquid phase is included. (May be taken for credit as Chem. 320.) *Prerequisite: Chem. 102 and Math. 202 or permission of the instructor.*
- Bio. 326 Ecology** 4 hours
A study of the general principles of ecology of microorganisms, plants, and animals. Special emphasis is placed on field study of several communities.
- Bio. 338 Plant Anatomy and Physiology** 4 hours
The morphology and anatomy of the vascular plants together with a study of the fundamental life processes of plants: growth, reproduction, irritability, metabolism, and hormonal control.
- Bio. 343 Microbiology** 4 hours
The morphology and physiology of microorganisms; principles of lab technique; and cultural characteristics and environment influences on microbial growth.
- Bio. 378 Junior Seminar** 2 hours
The theory and practice of selected methods in biological instrumentation and research. Special emphasis is placed on those methods not covered in other courses and on methods helpful for the completion of Senior Projects.
- Bio. 425 Animal Physiology** 4 hours
A study of the structure and functions of the human body: the mechanism of bodily movements, responses, reactions, and various physiological states.
- Bio. 440 Histology-Microtechniques** 4 hours
A study of the structure of the cell, its modification into various tissues, and the practice of general histological techniques.
- Bio. 442 Embryology** 4 hours
A study of the ontogenetic development of selected embryos. Major emphasis is on the vertebrates.
- Bio. 467 Cell Physiology** 4 hours
An introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. (May be taken for credit as Chem. 467.) *Prerequisites: Chem. 211-212 or permission of the instructor.*
- Bio. 477 Senior Seminar** 2 hours
An introduction to the literature of the biological sciences, both research papers and review articles, and the basics of scientific writing. The emphasis is on skills useful to the student who is in the process of finishing the written portion of the senior project. When possible, the student will make an oral presentation of the senior project and complete a paper or review article for publication as part of the seminar.
- Bio. 480 Methods and Materials in Teaching Physical and Life Sciences** 4 hours
A study of the aims and methods of teaching the life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and to techniques of teaching. *Prerequisite: 16 hours in biology or permission of the instructor.*
- Bio. 487-488 Independent Study** 2 or 4 hours

Starts the first semester of the junior year and is to be completed in the spring semester of the senior year.

Chemistry

Aims

To contribute to the student's general knowledge and understanding of the nature of the physical world and his or her understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical, and graduate work.

Requirements for Major

All students majoring in Chemistry are required to complete the following core courses: Chem. 101, 102, 211, 212, 324, 325, 490; Phys. 201, 202; Math. 201, 202.

In addition each student must complete one of the following tracks.

Professional Chemistry Track: Chem. 320 or 322, 326, 404; four hours of electives in Chemistry; two hours from C.S. 140, 142; Phys. 221, 222, 300; Math. 203, 341. Additional advanced courses in Mathematics are recommended.

Biochemistry Track: Chem. 314, 320 or 322, 467; Bio. 290, 343. At least eight hours from the following courses are recommended: Bio. 101, 308, 338, 440, 442; C.S. 140 or 142; Math. 281.

The program of study is consistent with the most recent standards of the American Chemical Society.

Entering freshmen interested in chemistry should select Chem. 101 and a mathematics course at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty advisors for chemistry. Students with Advanced Placement (AP) in chemistry from high school should consult immediately with a faculty member in Chemistry for placement in a course at the appropriate level.

Students who plan to do graduate work in chemistry should develop a reading knowledge of chemical German, French, or Russian. Additional courses in mathematics are also strongly recommended. All courses in chemistry as well as the indicated courses in mathematics and physics must be taken for a letter grade.

Requirements for Minor

Chem. 101, 102, 211, 212, 320 or 322, 324. (*Math. 201 and 202 are prerequisites for Chem. 320 and 322.*)

Requirements for Teaching Certification

Only Chemistry majors who have completed the following courses will be recommended for state certification to teach Chemistry in secondary school: Chem. 101, 102, 211,

212, 226, 314, 326, 404, 414; Phys. 201, 202; G.S. 480; the courses in the professional education sequence described in the listing of the Education Department (the minor in Secondary Education). *G.S. 480 is prerequisite to student teaching.*

Chem. 100 Consumer Chemistry 4 hours

A course emphasizing an understanding of chemical concepts relevant to our everyday lives. Students completing the course should be able to analyze and discuss magazine and newspaper articles dealing with the subjects related to chemistry. *This course is designed for non-science students.* (May be taken for credit as G.S. 100.)

Chem. 101 General Chemistry I 4 hours

A study of theoretical and descriptive inorganic chemistry. The laboratories provide students with experience in basic laboratory manipulations, problem solving, and testing of hypotheses. (Three lectures and three hours of lab per week.) *Prerequisites: Two units of high school algebra or concurrent enrollment in Math. 103.*

Chem. 102 General Chemistry II 4 hours

A continuation of the lecture portion of Chem. 101. Study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. *Prerequisite: Chem. 101.*

Chem. 211-212 Organic Chemistry I and II 4 hours each

An introduction to the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. Lab work consists largely of organic preparations. (Three lectures and three hours of lab per week.) *Prerequisites: Chem. 101, 102.*

Chem. 311 Bonding and Symmetry in Organic Chemistry 2 hours

An introduction to group theory and simple molecular orbital calculations as they apply to organic chemistry and to the spectra of organic compounds. Emphasis is placed on problem solving and structural determinations from spectroscopic data. *Prerequisite: Chem. 322 or permission of the instructor.*

Chem. 314 Biochemistry 4 hours

The chemistry of fundamental biological reactions with an emphasis on structure-function relationships, metabolic pathways, and the regulation of biochemical processes. The laboratory provides an introduction to the modern experimental techniques of biochemistry. (May be taken for credit as Bio. 314.) *Prerequisite: Chem. 212.*

Chem. 320 Physical Chemistry for the Life Sciences 4 hours

An introduction to the nature of thermodynamics including equilibrium processes. Applications of physical concepts to systems of biological interest are emphasized. A study of the rate processes in the liquid phase is included. (May be taken for credit as Bio. 320.) *Prerequisite: Chem. 102 and Math. 202 or permission of the instructor.*

Chem. 322 Physical Chemistry I 4 hours

An introduction to the concepts of classical thermodynamics with special emphasis on the concepts of enthalpy, entropy, and free energy. A study in chemical kinetics, especially in the liquid phase. *Prerequisite: Chem. 102, Math. 202.*

Chem. 324 Analytical Chemistry 4 hours

The study of principles of acid-base, oxidation-reduction, and solubility phenomena associated with solutions. Classical and modern applications of these principles to the analysis of unknowns will be performed in the laboratory. *Prerequisite: Chem. 102.*

Chem. 325 Chemical Instrumentation 2 hours

The theory and practice of selected methods in chemical instrumentation. Special emphasis will be placed on those methods not covered in other courses and on methods helpful for completion of Senior Projects.

Chem. 326 Physical Chemistry II 4 hours

A study in the different energy states of atoms and molecules, statistical principles governing the distribution of particles within these states, and the transitions between states. Introduction to transport processes, and surface and interface problems. *Prerequisite: Chem. 102, Math. 202.*

Chem. 404 Advanced Inorganic Chemistry 4 hours

A systematic discussion of the important phenomena of modern inorganic chemistry to include bonding and structure, kinetics, thermodynamics, acid-base theories and physical methods. Transition metal and organometallic chemistry are examined along with the chemistry of selected representative elements. (Three lectures and three hours of lab per week.) *Prerequisite:* Chem. 326.

Chem. 411 Physical Organic Chemistry 2 hours

Prerequisites: Chem. 212; Chem. 322 or permission of the instructor.

Chem. 414 Advanced Organic Chemistry 2 hours

A study of selected advanced topics in organic chemistry including reaction mechanisms. Lab is introduced, where appropriate, and stresses the use of instrumentation. *Prerequisites:* Chem. 212; Chem. 322 or permission of the instructor.

Chem. 430-434	Special Topics	2 hours each
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A series of courses devoted to the consideration of advanced topics and areas of special interest.

Chem. 430 Analytical Chemistry

Chem. 431 Inorganic Chemistry

Chem. 432 Organic Chemistry

Chem. 433 Physical Chemistry

Chem. 434 Biochemistry

Chem. 467 Cell Physiology 4 hours

An introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. (May be taken for credit as Bio. 467.) *Prerequisites:* Chem. 211-212 or permission of the instructor.

Chem. 475 Polymer Science 4 hours

A study of the methods of synthesizing, isolating, and characterizing polymers. The course includes the study of organic, inorganic, and biological polymers. Laboratory will involve the characterization of electrical, optical, thermal, molecular, and mechanical properties. *Prerequisites:* Chem. 212; Chem. 320 or 322, or permission of the instructor.

Chem. 477-478 Seminar in Chemistry 2 hours

Presentation of current research topics by students, faculty, and visiting lecturers.

Chem. 480 Methods and Materials in Teaching Physical & Life Sciences 4 hours

A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. (May be taken for credit as Ed. 480.) *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

Chem. 487-488	Independent Study	2 or 4 hours
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Chem. 490 Senior Project 2-8 hours

During the junior year the chemistry major is introduced to the methods of employing the chemical literature, selects a topic for advanced investigation, and makes a literature search of background material as a basis for an in-depth study in this area. There is one class meeting each week for both semesters. Following this preliminary work, an investigation of a significant topic in chemistry is made by each senior under the direction of a faculty member in the department. This work culminates in a written and oral report at the end of the senior year. *Fee*, \$20.

Communications

Aims

To prepare students to work in the media or with the media by studying the fields of broadcasting, advertising, public relations, print media, or graphic design; to prepare students to enter the professional world of communications through courses emphasizing communication skills and others focusing on the structure of the media and their effects and impacts on individuals, groups, and cultures; to instill a sense of ethical and legal responsibility among future professional communicators.

Students may use the general communications curriculum to prepare for law, teaching, business management, and other closely related fields.

Requirements Major

All majors in the department are required to complete the following courses: Comm. 101, 201, 206, either 301 or 302, 304, 402, 403, 420, 490. In addition, all majors must complete Phil. 124, take 12 hours in literature courses in English and/or a foreign language, and achieve a proficiency in a foreign language at the 230 level.

All majors must also complete one of the following Media Specialization Tracks.

Print Media: Comm. 202, 305, 309.

Broadcast Media: Comm. 261, 271, 310.

Graphic Design: Comm. 207, 215.

Public Relations: Comm. 202, 302, 321, 405.

Advertising: Comm. 301, 383, 406, 407.

Electives related to specific tracks can be recommended by advisors in the Communications Department.

Comm. 101 Introduction to Mass Communications 4 hours
The history and theory of mass communications, the newspapers, magazines, radio, television, books, movies, and adjunct agencies in modern society, and their effects on audiences.

Comm. 201 News Gathering and Writing 4 hours
The study and practice of basic print and electronic news gathering and news writing, and writing skills, including grammar, as they relate to various subject fields. *Prerequisite: Facility in using Macintosh computers. Details available from the Department of Communications.*

Comm. 202 Copy Editing 4 hours
The principles and practice of editing copy for publications; including editing for correct grammar, punctuation, style, proofreading, headline caption, and blurb writing.

Comm. 206 Interpersonal Communication: Public Speaking 4 hours
An introduction to the dynamics of communication: levels of interaction between speaker and listener. Developing the use of voice and non-verbal signals; understanding oral style in language and logical argument in public speaking. Focus on the design and delivery of short speeches and on critical listening. (May be taken for credit as FA 206.)

Comm. 207 Lettering and Layout 4 hours
An introduction to calligraphy, typography, letter forms, and layout, with emphasis on design, legibility, and creative practice.

- Comm. 215 Design Application** 4 hours
This course emphasizes problem solving experiences as related to visual communications. The mechanics and psychology of two-dimensional and three-dimensional design are explored as a foundation for graphic design.
- Comm. 261 Basic Audio Production and Performance** 2 hours
A study of the basic audio production and performance techniques for radio. Laboratory experience in the WVBC radio studios.
- Comm. 271 Basic Television Production and Performance** 4 hours
Lecture and laboratory experiences in field camera and audio, videotape editing, and performance. Introduction to lighting, studio operations, special effects, and TV graphics. *Prerequisite: Comm. 261.*
- Comm. 295 Publication Photography** 4 hours
An introduction to the knowledge, skills, and techniques needed to produce quality black-and-white photographs for publication. Course covers both visual communication techniques and basic design and aesthetic concepts. Emphasis is on learning to meet specific news and other publications' photographic requirements effectively. (Two lectures and one four-hour lab per week.)
- Comm. 301 Principles of Advertising** 4 hours
A study of history, philosophies, and principles of advertising, including a study of media markets and merchandising. Role and evaluation of advertising. Stress on copy writing and layout.
- Comm. 302 Principles of Public Relations** 4 hours
A study of public relations as a process involving research, planning, communication, and evaluation. Analyzing publics and influencing their opinions. History, contributions, effects, laws, and ethics of the field. Development of a public relations plan for an organization.
- Comm. 303 Organizational Communication** 4 hours
An examination of the principles of communication in an information society and particularly in the context of business, service, and media organizations. The major organizational theories will be explored from a communications perspective and linked to the roles played by, and the skills needed by, individuals within organizations. Examples will be drawn mainly from media organizations, but the principles will be applicable to all types of organizations and individuals.
- Comm. 304 Law of Mass Communications** 4 hours
A study of the legal rights and limitations of the mass communications media in the United States.
- Comm. 305 Features Writing** 2 hours
A course designed to encourage excellence in journalism writing by examining award-winning writing, writing at least three newspaper or magazine features, and critiquing at least ten articles.
- Comm. 307 Computer Graphics and Applied Design** 4 hours
An examination of practical applications of graphics and communication design techniques as related to the computer and other technological aids. *Prerequisites: Comm. 207, 215.*
- Comm. 308 Television Graphics** 4 hours
The course emphasizes design of visual symbols for television. Combines principles of graphic art with the particular requirements of television production. *Prerequisites: Comm. 307.*
- Comm. 309 Advanced Reporting** 2 hours
A continuation of and building on the skills introduced in Comm. 201. Emphasis on reporting techniques, development and use of news sources, and writing of various types of stories. *Prerequisite: Comm. 201.*
- Comm. 310 Advanced Broadcast News Reporting** 2 hours
A lecture-laboratory course dealing with the complexities of the electronic news gathering process. Emphasis on the use of state-of-the-art technology and its effects on news content and story organization. Field trips to local stations and guest speakers from the media. Students are required to gather and report news using the technology associated with radio, television, and cable. *Prerequisites: Comm. 201, 271.*

- Comm. 312 Publications Layout** 4 hours
The principles and practice of layout for publications, including newspapers, brochures, pamphlets, and newsletters. *Prerequisite: Comm. 201, 202, and facility in using Macintosh computers.*
- Comm. 321 Public Relations Case Studies and Writing** 4 hours
The application of the principles of public relations to actual and hypothetical cases. Consideration will be given to the practical, ethical, and legal implications of decisions made while managing public relations operations. Students will also practice the styles of writing used in the profession. *Prerequisite: Comm. 302.*
- Comm. 340-345 Special Topics in Mass Communications** 2 or 4 hours
- Comm. 350 Persuasion** 4 hours
A concentrated study of persuasion theory. Topics include learning theory, consistency theories, social judgment theory, motivation, the enthymeme, counterattitudinal advocacy, role-playing, and inducing resistance to persuasion. *Prerequisite: Comm. 206.*
- Comm. 355 Advanced Public Speaking** 4 hours
The course focuses on specific types of speeches and rhetorical situations. Special emphasis is given to speechwriting and to the actual delivery settings for these speeches. Speeches include introduction, nomination and acceptance, eulogy, after-dinner, impromptu, question response, sales presentation, reports, etc. *Prerequisite: Comm. 206.*
- Comm. 361 Advanced Audio Production and Performance** 2 hours
The study of advanced production and performance techniques for the radio broadcaster. Laboratory experiences in the WVBC radio studios. *Prerequisite: Comm. 261.*
- Comm. 371 Advanced Television Production and Performance** 2 hours
The study of the integration of the technical and creative skills necessary for broadcast television production, both in studio and on location. Definition of creativity and its role in broadcast television. *Prerequisite: Comm. 272.*
- Comm. 383 Advertising Creativity** 4 hours
The principles and practices of creating advertising for the print and electronic media. *Prerequisite: Comm. 301.*
- Comm. 390 Campus Media Management** 1 hour
The student, working as a manager for a campus media organization, will develop leadership skills under the supervision of the medium's faculty advisor. Open only to managers of the campus media as determined by faculty advisors. May be repeated once in the same organization. Maximum of four credits total. (Letter grades for Communications majors; CR/NCR for others.) *Prerequisite: Permission of the instructor.*
- Comm. 401 History of American Mass Communications** 4 hours
The history of newspapers, magazines, books, radio, and television as well as the related areas of public relations and advertising in the United States.
- Comm. 402 Public Opinion** 4 hours
The nature and significance of public opinion. Includes studies of public opinion formation and measurement, the roles of news media, advertising, censorship, propaganda, political indoctrination, and other factors.
- Comm. 403 International Communications** 2 hours
A comparative study of media systems: theory and practices in print and electronic media, advertising, public relations and journalism education in Europe, Asia, Latin America, the Middle East, and Africa.
- Comm. 405 Public Relations Campaigns** 2 hours
The handling of an organization's public relations program or an organization's special public relations campaign, including researching and analyzing the public relations situation, planning the program or campaign, and developing the various communications tools to be utilized. A competitive public relations agency model is used. *Prerequisite: Comm. 302 or 321.*

Comm. 406-407 Advertising Campaigns I and II **2 hours each**

The development of an advertising campaign including situation analysis, strategic advertising plan and some execution of specific creative and media tactics. A competitive agency model is used. *Prerequisite: Comm. 301, 383.*

Comm. 408 Graphic Design Practice **4 hours**

A study of professional procedures, structures, communication functions, and processes as applied to areas of graphic design. *Prerequisites: Comm. 207, 215.*

Comm. 420 Professional Internship **2 hours**

Professionally supervised experience with an off-campus media organization or a communications agency. Assignments will allow for application of classroom materials and campus media experiences and will be similar to those experienced by new communications professionals. (Minimum of 160 hours required. Generally taken as a senior.) *Prerequisites: Two on-campus media experiences and a professional observation. Details about prerequisites available from the Department of Communications.*

Comm. 487-488 Independent Study **2 or 4 hours each**

Comm. 490 Senior Project **2-8 hours**

Developmental Studies

Developmental Studies is a grouping of courses designed to provide academic assistance to students who need it. Each course is graded on a credit/no credit basis. Students who complete one of these courses successfully receive 2 credit-hours toward graduation.

Students may take as many of the courses as needed, but of the 128 semester hours credit required for a Bethany College degree, no more than 4 credit-hours may be earned in Developmental Studies courses.

Dev. Stu. 100 Reading **2 hours**

A course designed to assist students in developing reading strategies for the various content areas and disciplines of college. In addition to improving comprehension skills, emphasis is on vocabulary development, study skills, and test-taking strategies related to reading. The Special Advising Program section uses the Strategies Intervention Model and Learning Strategies Curriculum. (CR/NCR only.) *Permission of the instructor for Special Advising section.*

Dev. Stu. 105 Mathematics **2 hours**

A course providing developmental mathematics instruction for the college student who wishes to improve abilities in mathematics. Emphasis is placed upon conceptual understanding of basic mathematics with corresponding computational skill development. (CR/NCR only.)

Dev. Stu. 110 Writing **2 hours**

A course providing instruction and practice in basic composition for freshmen. Emphasis is placed on organization, mechanics, and clarity. The Special Advising Program uses the Strategies Intervention Model and the Learning Strategies Curriculum. (CR/NCR only.) *Permission of the instructor.*

Dev. Stu. 115 Strategies for College Success **2 hours**

A course providing general skills for success on the college level. Emphasis is placed on both the attitudes and behaviors which enable students to be successful on the college level. Topics covered include goal setting, taking responsibility for being successful, effective communication, healthy lifestyle, time management, test-taking, increasing memory, note-taking, and textbook reading. A section is offered for incoming Freshmen during the fall semester. Other students may take the course either beginning one week before the start of the fall semester or during a special section in January. The Special Advising Program offers a section beginning the week prior to the official first day of classes. All Special Advising classes require permission of the instructor. (CR/NCR only.) *Additional fee required.*

Economics & Business

Aims

The Department of Economics and Business offers two majors: Economics and Accounting. Both majors are based in the liberal arts and emphasize the application of techniques drawn from economics and mathematics to business problem solving. The department's courses cultivate the ability to apply knowledge and to develop proficiency in the use of analytical tools for making decisions in business, government, and society. The majors and courses serve as preparation for work in business, government, law, public service, and graduate study.

Requirements for Major

All majors in the department are required to complete the following courses: Econ. 200, 301, 302; and Math. 201, 281, 282. Students considering majoring in the department should complete all of the 200-level courses listed above by the end of their sophomore year.

Economics

In addition to the courses required of all departmental majors, students majoring in Economics are required to complete one of two tracks.

Managerial Economics: Econ. 280, 290, 312, 350, 477; Acct. 210 or 220, 211, 212, and a Senior Project in Economics. Students choosing the Managerial Economics track are limited to 12 hours in Accounting beyond the required courses (Acct. 210 or 220, 211, and 212).

International Economics: Econ. 210, 260, 270, 360, 477; Pol. 243, 328; and a Senior Project in Economics.

Accounting

In addition to the courses required of all departmental majors, students majoring in Accounting are required to complete Acct. 211, 212, either 210 or 220, 312, 313, 314, 425, 435, 461, 478, and a Senior Project in Accounting. Students with a major in Accounting are limited to 12 hours in Economics beyond the required courses (Econ. 200, 301, and 302).

Requirements for Minors

Economics: Econ. 200, 301, 302; Math. 201.

Accounting: Acct. 210 or 220, 211, 212, 425; Math. 281, 282.

Management: Econ. 200, 280, Econ. 210 or Acct. 220; Acct. 211; Math. 231, 281, 282; Psych. or Econ. 287.

Requirements for Teaching Certification

Only Economics majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: Hist. 101, 201, 202, 225; Soc. 100; Econ. 200; G.S. 202 or Soc. Sci. 302; Pol. 225; I.S. 100; R.S. 100; Soc. Sci. 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described in the

listing of the Education Department (Ed. 201 and the minor in Secondary Education). *Soc. Sci. 480 is prerequisite to student teaching.*

Economics & Business

Econ. 101 Personal Finance

2 hours

This course aims to develop an understanding of the financial concepts needed for intelligent consumer decision-making. The course covers budget policies, banking, borrowing, insurance (automobile, fire, health, and life), investment markets, estate and pension planning, and taxes. (Offered in alternate years.)

Econ. 103-104 Students in Free Enterprise

1 hour

An activity course for students participating in the Bethany chapter of Students in Free Enterprise (SIFE). SIFE participants engage in a variety of programs designed to increase public awareness of economic issues. Selected students from the organization participate in regional competition. (Activity course: CR/NCR only.)

Econ. 111 Introduction to Economics and Business

2 hours

An introduction to the department's programs. The course explores the development of economic analysis, the institutions of capitalism and their relationships to other social institutions, and the structure, procedures, and objectives of the contemporary American business community. *Recommended for all first semester students in the department. Not recommended for students who have previously taken other courses in the department.*

Econ. 115 Contemporary Economic Problems and Issues

2 hours

A study of contemporary economic problems and social issues and how economists approach the study of these problems. An emphasis will be given to consumer issues, management problems, human welfare, government regulations, resource allocation, and global conflicts. Students will be encouraged to examine their values within the context of an economist's approach to these problems and issues. (Offered in alternate years.)

Econ. 200 Principles of Economics

4 hours

An examination of the fundamental concepts, principles, and problems of modern economics. Alternative methods of settling economic questions will be explored with special emphasis on the functioning of the market system. Topics covered will include the institutions of capitalism, basic economic laws, rationing problems, income distribution, business structures, the labor movement, the role of government, national income accounting, business cycles, banking and monetary policy, Keynesian analysis and fiscal policy, and concepts of international trade.

Econ. 210 Microcomputing in Economics and Business

1 hour

An introduction to spreadsheet analysis, statistics, data management, graphics, and word processing on MS-DOS microcomputers. (Activity course: CR/NCR only. May be taken for credit as Acct. 210.)

Econ. 260 Comparative Economic Development

2 hours

A study of the alternative paths to economic development modernization taken by England, the United States, France, Germany, and Russia. The course is organized around the historical time line of the emergence of market economics, the industrial revolution and its spread, and the late 19th and early 20th century problems of modern economic systems.

Econ. 270 Comparative Economic Systems

2 hours

An examination of the post World War II performance of the industrialized economies. The course compares the relative economic performance of the market capitalist economies and the centrally planned socialist economies. Attention will be focused on the recent developments in Eastern Europe. The course will conclude with a brief survey of the less developed economies and their prospects for economic modernization.

Econ. 280 Managerial Economics

4 hours

A study of profit-maximizing managerial decision-making with emphasis on the external environment of the firm. The course will introduce students to quantitative techniques of decision-making. *Prerequisite: Econ. 200*

Econ. 287 Organizations and Human Behavior

4 hours

A study of specific aspects of organization culture such as motivation, conflict, power, and leadership. Exercises and simulations are emphasized which focus on improving the effectiveness of organizations by strengthening human processes. (May be taken for credit as Psych. 287.)

Econ. 290 Principles of Marketing **4 hours**

An introduction to fundamental concepts that will help improve marketing decision making. The student will be introduced to the language of marketing, as well as the concepts of marketing strategies, and pricing. *Prerequisite: Econ. 200.*

Econ. 301 Intermediate Price Theory **4 hours**

An intermediate level study of resource allocation, price determination, output determination, and income distribution at the micro level under various market conditions. Mathematical analysis and model building will be used whenever appropriate. *Prerequisites: Econ. 200; Math. 201, 281.*

Econ. 302 Intermediate Macroeconomic Theory **4 hours**

A study of the determinants and the behavior of the national economy, including consideration of production, employment, and price levels. Mathematical analysis and model building will be used whenever appropriate. *Prerequisite: Econ. 200.*

Econ. 312 Managerial Finance **4 hours**

An exploration of corporate organizations and the planning of financial requirements. The course includes an intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. (May be taken for credit as Acct. 312.) *Prerequisites: Acct. 211, 212, and 220.*

Econ. 316 Money, Banking, and Fiscal Policy **4 hours**

A study of the behavior of various money markets and the operation of commercial banks, the Federal Reserve System, and the Treasury Department, including an analysis of tax revenues, expenditures, and debt-financing. (Offered alternate years.) *Prerequisite: Acct. 212.*

Econ. 325 Investment Management **4 hours**

A critical study of the various types of investment instruments and the relative merits of each. In addition, the course explores investment procedures, security analysis, security rating, portfolio theories, and portfolio analysis. (Offered alternate years.) *Prerequisites: Econ. 200; Acct. 212; Math. 281.*

Econ. 330 Business Law **4 hours**

An introduction to the nature and development of law with particular emphasis on the legal aspects of contracts and other business instruments as set forth in the Uniform Commercial Code. In addition, some of the legal aspects of partnerships and corporations will be presented. (May be taken for credit as Acct. 330.)

Econ. 340 Industrial Organization and Public Policy **4 hours**

A study of the structure, conduct, and performance of modern industry and the public policies designed to influence those aspects of modern industry. On each topic covered in the course, explicit comparisons will be drawn between the modern American economy and the modern Japanese economy. *Prerequisite: Econ. 200.*

Econ. 341 Labor Problems **2 hours**

A general course in labor economics with an emphasis on trade unionism. Attention will be paid to the history and objectives of organized labor, employment and wage theory, managerial labor practices, collective bargaining, current economic and political aspects of labor management, and labor law. (Offered alternate years.) *Prerequisite: Econ. 200.*

Econ. 350 Business Cycles and Forecasting **4 hours**

An exploration of economic fluctuations in the modern American economy against the backdrop of the alternative theories utilized to explain these fluctuations. Students in the course will be exposed to the quantitative data which describes the cycles and the analytical techniques which are utilized to generate economic forecasts. *Prerequisites: Econ. 200; Math. 281.*

Econ. 360 International Trade **4 hours**

An examination of the principles of international trade and finance and their application to the modern world. Topics include exchange rates, theories of comparative advantage, economies of scale, tariffs, quotas, commercial policy, capital movements, reciprocal effect of changes in micro and macroeconomic policies, the role of international organizations, and aid to less developed countries. *Prerequisite: Econ. 200.*

Econ. 370 Multinational Finance **2 hours**

This course focuses on the financial decision making process in the international arena. It examines foreign exchange risk management, multiple money markets, segmented capital

markets, foreign investment analysis, international tax management, and political risk exposure. Case problems will be used to supplement lectures and discussions. (Offered alternate years.)
Prerequisites: Econ. 200 and Acct. 211.

Econ. 399 Problems in Business Administration **2 or 4 hours**
An exploration of selected management problems related to the total enterprise and emerging technostucture. The course also covers managerial and corporate strategy, utilization of resources, and the functional disciplines of management. *Prerequisite: Econ. 200 and permission of the instructor.*

Econ. 470 Internship in Management **4-8 hours**
An internship to provide students with an extensive off-campus learning experience in a management setting. The internship involves off-campus work and a substantive written project. Approval by the department of both the work experience and the academic project is required. The internship must be jointly supervised and evaluated by a member of the faculty and an approved off-campus mentor.

Econ. 477 Senior Seminar **2 hours**
A capstone course integrating the student's background and previous courses in economics. Microeconomics, and econometrics are reviewed in terms of their historical development. *Prerequisite: Senior standing in Economics or permission of the instructor.*

Econs. 487-488 Independent Study **2 or 4 hours**

Econ. 490 Senior Project **2 hours**
The Senior Project is open only to students majoring in Economics. Students will prepare and present a senior project. The topic for the senior project should be selected before the end of the junior year and must be approved by the head of the department.

Accounting

Acct. 210 Microcomputing in Economics and Business **1 hour**
An introduction to spreadsheet analysis, statistics, data management, graphics, and word processing on MS-DOS microcomputers. (Activity course: CR/NCR only. May be taken for credit as Econ. 210.)

Acct. 211 Principles of Accounting I **4 hours**
An introduction to the principles and procedures accountants use to process financial information and to present income statements and statements of financial position to external users of the organizations' financial information. Students will study the accounting system's methods of collecting, analyzing, measuring, recording, processing, and finally presenting financial information.

Acct. 212 Principles of Accounting II **2 hours**
A continuation of the study of accounting principles and procedures begun in Acct. 211. *Prerequisite: Acct. 211.*

Acct. 220 Microcomputer Applications in Accounting **2 hours**
An introduction to financial analysis on personal computers including the common command sets, the design and use of spreadsheets, macros, and the design and manipulation of microcomputer based data bases. *Prerequisite: Acct. 211.*

Acct. 312 Managerial Finance **4 hours**
An exploration of corporate organizations and the planning of financial requirements. The course includes an intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. (May be taken for credit as Econ. 312.) *Prerequisites: Acct. 211, 212, and 220.*

Acct. 313 Intermediate Accounting I **4 hours**
A presentation of the theoretical foundation of accounting concepts and principles. The course provides an extensive study of the accounting process with emphasis on accounting for cash and temporary investment, receivables, inventories, plant assets, and long-term investments. *Prerequisite: Acct. 212.*

Acct. 314 Intermediate Accounting II **4 hours**
A continuation of Acct. 313 with emphasis on accounting for liabilities, notes, leases, pensions, and owner's equity. Attention is given to special problems in income determination, income taxes, earnings per share, and changing prices. The course concludes with financial statement analysis. *Prerequisite: Acct. 313.*

Acct. 330 Business Law	4 hours
An introduction to the nature and development of law with particular emphasis on the legal aspect of contracts and other business instruments as set forth in the Uniform Commercial Code. In addition some of the legal aspects of partnerships and corporations will be presented. (May be taken for credit as Econ. 330.)	
Acct. 352 Accounting for Not-for-Profit Organizations	4 hours
A study of accounting systems used to process the financial information of economic organizations not having profit as their primary goal. Students will work on budget preparation and uses and the integration of budgets into the accounting model of assets equalling equities and debits equalling credits. (Offered alternate years.) <i>Prerequisite: Acct. 212.</i>	
Acct. 425 Cost Accumulation and Control	4 hours
A study of cost accumulation systems, job order and process, cost controls, flexible budgets and standard costs, and cost, volume, profit relations. Together with the intermediate accounting sequence this course provides a solid foundation in accounting. <i>Prerequisites: Acct. 212 and either Acct. 314 or permission of the instructor.</i>	
Acct. 435 Advanced Accounting	4 hours
An introduction to accounting concepts concerning partnership organization and liquidation, branch accounting, consolidated financial statements, bankruptcy and corporate reorganization, and financial reporting by multinational companies. <i>Prerequisite: Acct. 314.</i>	
Acct. 441 Federal Income Taxation of Individuals	4 hours
A study of federal income tax law and implementing Treasury Department regulations and procedures governing federal taxation of individuals. Provides a general knowledge of federal individual income taxation rather than specific instructions in completing individual federal tax returns. <i>Prerequisite: Acct. 212 or permission of the instructor.</i>	
Acct. 461 Financial Auditing	4 hours
An introduction to auditing principles and procedures as they are used to determine the fairness of an organization's financial statements. Studies generally accepted auditing standards, auditors' opinions, internal control, and ethical, legal, and professional responsibilities of auditors. <i>Prerequisites: Acct. 425 and Acct. 435.</i>	
Acct. 478 Senior Seminar	2 hours
A capstone course integrating the student's background, experience, and previous curriculum in accounting. <i>May not be taken before the senior year.</i>	
Acct. 490 Senior Project	2-8 hours
Open only to students with a major in Accounting. Students will prepare and present a senior project. <i>The topic for the senior project must be approved by the Head of the Department of Economics and Business.</i>	

Education

Aims

- To develop a teacher who is a self-directed decision maker who recognizes the need for personal and professional growth, has the skills necessary to pursue it, and is secure enough to engage in personal and professional self-evaluation.
- To develop a teacher who can recognize the needs of young people and utilize the liberal arts background, content preparation, and the principles of education in attempting to meet those needs; who can facilitate the acquisition of knowledge for that purpose; and who can provide an educational environment to enhance the development (social, emotional, cognitive, and physical) of individuals so that they may make sense of their world and make decisions effectively within that world.

To develop a teacher who can interact effectively within the community and school environment and has the skill and willingness to communicate with people of all ages and backgrounds.

To develop a teacher who analyzes emerging trends and thinks critically about them in an attempt to arrive at a human balance between the needs of the child, the needs of society, and personal needs in order to perform effectively and ethically.

In summary, to develop a teacher who is a perceptive and aware person who can utilize intellectual skills and knowledge to think critically and pursue self-directed goals.

Requirements for Majors

All students majoring in Education must complete one of the programs described below.

Elementary Education (K-8): Required is the completion of the sequences of study for Multi-Subjects K-4 and 5-8. (Additional information is on page 57 of this **Bulletin**.) Specific course requirements are listed in the Department's *Guide to Teacher Education*.

Middle Childhood Education (5-8): Required is the completion of the Professional Education Sequence and two teaching fields selected from French, General Science, German, Language Arts, Mathematics, Physical Education, Social Studies, and Spanish. (Additional information is on page 58 of this **Bulletin**.) Specific course requirements are listed in the Department's *Guide to Teacher Education*.

Education (Non-School Settings): Required is the completion of Ed. 201, 202, 242, 302, 348, 401, 475, 490; Sp.Ed. 410; an approved sequence of courses in an area of specialization. (Additional information is on page 58 of this **Bulletin**.)

Requirements for Minors

Secondary Education: Ed. 202, 242, 348, 401, 410, 428, 440, 470. (Students seeking 5-12 certification should also take Ed. 201.)

Specific Learning Disabilities: Sp.Ed. 205, 206, 310, 320, 470 or 475; Psych. 315. (Students seeking K-8 certification should complete the sequence for Elementary Education K-8 described above.)

Requirements for Teacher Certification

A student preparing for certification must plan to complete: (1) the requirements for graduation as described on page 14 of this **Bulletin**; (2) the testing program required by the West Virginia Board of Education in the areas of reading, mathematics, writing, speaking; and listening; (3) a selection of courses providing appropriate background for teaching in a particular field; (4) a sequence of professional education courses and experiences designed to give broad understanding of concepts and skills in teaching.

Bethany is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is a party to the interstate compact for reciprocity in certification through the West Virginia Board of Education approval of all certification programs offered at Bethany College.

To become eligible for teacher certification, the student must complete a College and state-approved program. It is the student's responsibility to seek appropriate counseling from the Education Department, preferably early in the freshman year, and to become familiar with all of the requirements. A *Guide to Teacher Education*, available in the Education Department Office, gives a full description of all programs.

The department recognizes abilities which students may already have in a given subject matter area and assists them in planning their program accordingly. Waivers or advanced standing granted by the College can be noted on official transcripts so that courses from which a student is exempted may be applied toward certification.

Leadership of children and youth groups, summer camps, scouts, church school, playground supervision, etc., is strongly recommended.

A period of observation and participation in a school is an important and integral part of the education curriculum. Education students are encouraged to consider observation and participation in an educational agency when planning their intercultural and/or citizenship practicum.

Each student is responsible for planning a program for meeting certification requirements.

Professional Education

Students preparing to teach at any level must complete the sequence of required professional courses. Required courses cannot be taken credit-no credit.

First Semester	Credit	Second Semester	Credit
Freshman			
Psych. 100 General Psychology	4		
Sophomore			
Ed. 201 Human Development I	4	Ed. 202 Human Development II	4
		Ed. 242 Principles and Curriculum in the Public School	2
(Students must apply for admission to Teacher Education during Ed. 242)			
Junior			
Appropriate methods course(s)	2-4	Ed. 348 Professional Practicum	4
		Appropriate methods course(s)	2-4
(Students must apply for the Professional Year during Ed. 348)			
Senior Professional Block			
Sp. Ed./Psych. 410		Ed. 401 History and	
Test and Measurements	2	Philosophy of Education	2
Ed./Sp. Ed. 470 Observation and Directed Teaching	8		
Ed. 440 Teaching Reading in the Content Areas	2		
Appropriate methods seminar(s)	4		
(No other courses permitted)			

Elementary Education (K-8)

A student seeking certification to teach in the elementary school must follow the course of study for MULTI-SUBJECTS K-4 and 5-8. This allows the student to teach in the self-contained classroom. In addition to the Professional Education requirements listed, the student must take related required courses. A complete listing of these courses is available from the Education Department and is contained in the *Guide to Teacher Education* (available from the department).

Students preparing to teach should discuss their program with the Head of the Education Department. Students are encouraged to pay special attention to Perspectives course choices. A Middle Childhood Specialization may be added to the

elementary certificate if all requirements for both levels are met. Specific Learning Disabilities certification is also available to the student who wishes to teach in special education (see below).

The *Guide to Teacher Education*, available in the Education Department office, has specific information about required and related course work.

Middle Childhood Education (5-8)

Students preparing to teach in middle childhood settings (Middle School and Junior High School) will follow the Professional Education Sequence listed. They must choose two teaching fields from French, General Science, German, Language Arts, Mathematics, Physical Education, Social Studies, and Spanish.

Students preparing to teach at the middle childhood level should discuss their programs with the Head of the Education Department. Two teaching fields are required for a degree in education and certification in West Virginia. Middle Childhood certification may be added to elementary or secondary certification with the advisement and permission of the Education Department. A *Guide to Teacher Education* gives a full description of all programs leading to certification in West Virginia. The *Guide* is available in the Education Department.

Education (Non-School Settings)

The Education Department provides for a major without public school certification to allow students to prepare for a variety of roles in non-school settings, such as 1) training program development and implementation in business and industry, 2) policy planning roles in state and federal agencies, and 3) higher education instruction in foundation areas.

Courses required are Sp. Ed. 410; Ed. 201, 202, 242, 302, 348, 401, 475, and 490.

In addition, each student will propose a program of study in one of the following areas of specialization: Human Resources Management and Training, Education Policy Planning, Educational Foundations, or other identified pre-professional areas of study within the discipline. Courses will be determined through the development of a program proposal based upon the student's career and study goals.

Secondary Education

Students preparing to teach in secondary schools are expected to follow the sequence of required education courses listed in the Professional Education sequence. General distribution requirements, other requirements for graduation, and requirements for the student's major must be added. The required education courses cannot be taken credit-no credit.

Students preparing to teach at the secondary level should discuss their program with the Head of the Education Department, as well as the person responsible for the Teacher Education Program in the major field. Students interested in English, French, General Science, German, Mathematics, Physical Education, Social Studies, and Spanish must complete the Middle Childhood (5-8) program in their field. Physical Education candidates may plan for K-12 certification. A *Guide to Teacher Education* gives the full description of all programs leading to certification in West Virginia. The *Guide* is available in the Education Department.

Teaching fields include: Biology, Chemistry, English, French, German, Physical Education, Physics, Social Studies, Spanish.

Specific Learning Disabilities (K-8)

Certification for teaching the child with specific learning disabilities is available as a specialization for the elementary certificate. Students who are interested in this area

of special education must take the required special education courses in addition to the multi-subjects and professional education courses. Further information is available from the Education Department and is contained in the *Guide to Teacher Education*.

Psychology/Education Interdisciplinary Program

The Education Department and the Psychology Department offer an Interdisciplinary Degree for students interested in preparing for school and child related careers. Information concerning this program can be obtained from the Education Department or the Psychology Department.

Admission to Teacher Education

During Ed. 242 (Principles and Curriculum in the Public School), written application for admission to teacher education should be submitted to the Education Department on forms obtained from the department office.

The following criteria must be met to be admitted to the program:

1. Grade point average: 2.50 overall, in education, and in proposed field of study.
2. Two positive recommendations from faculty and/or staff of Bethany College.
3. Successful scores on the Preprofessional Skills Test (reading, mathematics, and writing).
4. Positive recommendation by Education Department.

The student may be granted full admission, provisional admission, or may be denied admission. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Retention

A student must maintain the required level of performance and must show continued professional behavior. A student's qualifications may be reviewed at the end of any semester if such a review is deemed necessary.

Admission to the Professional Year

During Ed. 348 (Professional Practicum), each student must apply for admission to the professional year which includes student teaching. The following criteria must be met:

1. Successful completion of the speaking activities on ACT-Comp.
2. Successful completion of the Listening Test.
3. Grade point Average: 2.50 overall, in education and in the field(s) of study.
4. Positive recommendations from the department in which the student is seeking certification.
5. Positive recommendation from the Education Department.
6. All appropriate prerequisite courses must have been successfully completed.

The student may be granted full admission, provisional admission, or may be denied admission. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Application for Certification

Following completion of student teaching and near the completion of the program, each student should initiate application procedures for certification. The following criteria must be met for certification in West Virginia:

1. Grade Point Average: 2.50 overall, in education, and in the area(s) of certification.
2. Successful completion of the West Virginia Board of Education Subject Area competency examination.
3. Successful completion of the Comprehensive Examination in the major and in Education (Secondary Certification candidates should see the Head of the Education Department).
4. Successful completion of student teaching and all required course work.
5. Recommendations from the Education Department and from the student's area of certification.
6. All requirements for the initial degree must be met.

Note: Graduation from Bethany College does not guarantee certification in the state of West Virginia. The student must meet all the criteria for certification as determined by the College and by the West Virginia Board of Education.

All required testing can be arranged through the Education Department at the appropriate times in the student's career at Bethany College.

The student may be recommended for full certification at the initial level, or may be eligible for a temporary permit. A student who fails to meet criteria may be denied recommendation. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Competency-Based Professional Block

Student teaching is conducted for the entire first semester of the senior year in area schools or off-campus centers. Related course work is integrated with student teaching to provide direct application to field experience. Students assigned to off-campus centers may need to live in the community where the center is located. The College will assist in locating housing if desired, and with other details of the arrangement.

Students are not permitted to schedule courses in conflict with the block during the semester they are enrolled in it, or carry extra-curricular activities which interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. Any exceptions to the above must be approved by the head of the department concerned and by the Dean of the Faculty. Students should *not* register for other than the prescribed Professional Block courses without written permission from the Education Department.

Ed. 201 Human Development I

4 hours

The study of individual and group development from infancy to adolescence. Observation and first-hand contacts with children are included. Educational programs are considered in terms of the total child development. *Freshmen not admitted.*

Ed. 202 Human Development II

4 hours

The study of individual and group development from adolescence through senescence. Applications are made in relation to learning theory, self-understanding, and preparation for working with young people. *Freshmen not admitted.*

Ed. 242 Principles and Curriculum of the Public School **2 hours**

An introductory course exploring the goals of education and their implementation, the role of the teacher, and professional concerns while applying the concepts of human development.

Ed. 275 Student Development in Higher Education **2 hours**

A study of the philosophy of higher education and the development of the individual student within the college environment. Emphasis is placed upon personal growth, communication skills, group dynamics, and residence hall programming. Didactic and experiential learning in the areas of personal, academic, and vocational counseling is included. *Enrollment limited to Resident Assistants.*

Ed. 300-309 Issues in Education

Courses focusing on special topics in Education for majors and non-majors.

Ed. 300 Juveniles, Law, and School **4 hours**

A review of the social and legal status of juveniles to 1899, through the Warren Court, and today. Law libraries, Supreme Court decisions, juvenile authorities, detention centers, and school and college authorities will provide applications for the basic concept of justice as it applies to juveniles in this country.

Ed. 301 Educational Ethnography: Field Research in the Schools **4 hours**

An investigation of the process of constructing, through direct observation, a theory of the working of a particular culture (i.e., schools). Students study the theoretical base, rationale, and methodology used in collecting and analyzing data by means of an ethnographic approach.

Ed. 302 School and Society **2 hours**

A study of the role of schools in a society, of the school as a formal and informal organization, and of the function of schooling. The course applies the methodologies of the disciplines of education, sociology, and other social sciences. Case studies and on-site observations combine with a variety of readings to provide a wide range of viewpoints for students to evaluate. (May be taken for credit as Soc. 302.)

Ed. 344 Teaching Skills Laboratory **Non-credit**

The study and practice of specific teaching skills related to the technical and media areas of education. Students must complete the required work prior to student teaching. Information related to the course work is available from the Education Department office.

Ed. 345 Methods and Content in Elementary and Middle Childhood I: Mathematics **4 hours**

The practical application of arithmetical skills, including the understanding of fundamental processes, comparison of different philosophies in teaching arithmetic, the elements of modern math, and the theoretical and practical application of the metric system at all levels of the curriculum. Classroom experience in public schools. *Prerequisites: Math. 250 or permission of the instructor; Ed. 242.*

Ed. 346 Methods and Content in Elementary and Middle Childhood II: Language Arts **4 hours**

An exploration of teaching the skills of reading, listening, speaking, and writing as they relate to the total curriculum. Emphasis on teaching of reading and the integration of the related areas in language arts. Students are expected to demonstrate competence in appropriate audio-visual aids. Classroom experience in public schools. *Prerequisite: Ed. 242.*

Ed. 348 Professional Practicum **4 hours**

An experience to prepare the prospective teacher for a professional role as observer and participant in the classroom. *Prerequisite: Ed. 242.*

Ed. 350 Reading: Diagnosis and Prescription **2 hours**

The study of methods for dealing with reading disabilities within the content areas. Format will include diagnosis of specific problems and their origins as well as prescription for correction and remediation. Those enrolled in the course will participate in laboratory situations to tutor disabled readers. (To be taken following or concurrent with Ed. 346.)

Ed. 355 Mathematics: Diagnosis and Prescription **2 hours**

The study of methods for dealing with corrective and remedial situations in mathematics. Format will include diagnosis of specific problems and their origins as well as prescription for corrections

and remediation. Those enrolled in the course will participate in laboratory situations to tutor students with problems in mathematics. (To be taken following or concurrent with Ed. 345.)

Ed. 401 History and Philosophy of Education 2 hours

A study of the development of modern education in social, historical, and philosophical perspective, emphasizing backgrounds of present practices, current problems, and issues. Current practice is analyzed in terms of philosophic rationale and applications are made to the school situation.

Ed. 428 Principles and Techniques of Secondary Education 4 hours

An examination of aims, functions, and curriculum organization of middle, junior high, and senior high schools. Basic strategies, materials, and techniques, including evaluation applicable to teaching, are integrated with a full semester of student teaching in schools. Certification and employment procedures, professional practices, and continuing education are also considered. *Prerequisite: Ed. 348.*

Ed. 440 Teaching Reading in the Content Areas 2 hours

An introduction to diagnostic and prescriptive teaching techniques for the remedial reader and the higher order cognitive skills will be included. *Prerequisite: Ed. 348.*

Ed. 447 Methods and Content in Elementary and Middle Childhood III: Science 2 hours

The study of the concepts of the sciences approached through various methods, including unit study, inquiry, experimentation, and the process approach. Practical application in school situation. *Prerequisite: Ed. 348.*

Ed. 448 Methods and Content in Elementary and Middle Childhood IV: Social Studies 2 hours

The study of the concepts of social studies approached through various methods, including unit study, inquiry experimentation, and the process approach. Practical application in school situation. *Prerequisite: Ed. 348.*

Ed. 470 Observation and Directed Teaching 4 or 8 hours

Directed full-semester or half-semester observation and student teaching in schools with partial assignments in appropriate grade levels; to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make applications for student teaching prior to advance registration. Other course or activities which might interfere with student teaching are not permitted. (Concurrent with enrollment in the Education Block. CR/NCR only.)

Ed. 475 Professional Internship 4 hours

Participation in an adult training and/or educational program appropriate to the student's area of study and potential employment. Students will apply the skills and knowledge gained in previous courses.

Ed. 480 Methods and Materials in Teaching 2 or 4 hours

See courses numbered 480 offered by Biology, Chemistry, English, Fine Arts, Foreign Languages, General Sciences, Mathematics, Physical Education, Physics, Psychology, and Social Sciences.

Ed. 484 Methods of Teaching English as a Foreign Language 2 hours

A directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring.

Ed. 487-488 Independent Study 2 or 4 hours

Ed. 490 Senior Project 2-8 hours

Special Education

Sp. Ed. 205 Introduction to the Exceptional Learner

2 hours

A study of recent social, legal, and educational trends related to the handicapped student and of the characteristics and educational methods for various areas of exceptionalities. This course is designed to serve as an integral part of the preparation of teachers of Specific Learning Disability students and others who are involved with exceptional students educationally.

Sp. Ed. 206 Educating the Specific Learning Disabilities Student

4 hours

An introduction to the characteristics of the Specific Learning Disability (SLD) student and models of intervention, mainstreaming, and roles of resource room, consulting room, and teachers of self-contained classrooms. A field placement is required for this course. *Prerequisite: Sp. Ed. 205.*

Sp. Ed. 300-309 Issues in Special Education

2 or 4 hours each

Sp. Ed. 300 Teaching Exceptional Students in Mainstream Classes

2 hours

An introduction to the instruction of exceptional children within the mainstream. Characteristics of exceptional learners, instructional strategies, the responsibilities of classroom teachers in the referral process, and significant legislation and its implications are emphasized.

Sp. Ed. 310 Assessment and Evaluation for Learning Disabilities

2 hours

The study of a variety of assessment instruments for the purpose of educational evaluation, placement, diagnosis, and intervention. Students administer formal tests and develop informal tests as a means of acquiring skills with standardized, norm-referenced, criterion-referenced, diagnostic, and achievement tests to provide appropriate educational programs for the learning disabled student.

Sp. Ed. 320 Teaching Methods for Specific Learning Disabilities: Early and Middle Childhood

2 hours

A study of SLD methods for early and middle childhood that stresses intervention strategies for different levels of severity. This course is designed to instruct Specific Learning Disability (SLD) teachers in methods and models of intervention and synthesis of the diagnostic-prescriptive model. *Prerequisite: Sp. Ed. 206.*

Sp. Ed. 410 Tests and Measurements

2 hours

The study of variety of assessment instruments for the purpose of educational evaluation placement, diagnosis, and intervention. Students administer formal tests and develop informal tests as a means of acquiring skills with standardized, norm-referenced, criteria-referenced, diagnostic, and achievement tests to provide appropriate educational programs for the learning disabled student. (May be taken for credit as Psych. 410.) *Prerequisite: Ed. 348.*

Sp. Ed. 470 Observation and Directed Teaching: Specific Learning Disabilities

4 hours

A directed half-semester observation and student teaching in schools with partial assignments in appropriate specific learning disabilities placements, to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make application for student teaching prior to advance registration. Other course or activities which might interfere with student teaching are not permitted. (Concurrent with enrollment in the Education Block. CR/NCR only.)

Sp. Ed. 475 Professional Internship

4 hours

Participation in an adult training and/or educational program appropriate to the student's area of study and potential employment. Students apply the skills and knowledge gained in previous courses.

English

Aims

To help students develop and maintain the ability to write clear and effective English; to guide them toward an increased understanding and critical appreciation of their literary heritage; to help prepare them for graduate and professional study. In addition, the department provides programs that prepare students for certification as teachers of English and Language Arts.

Requirements for Major

All students are required to take the following courses in the department: Eng. 170 and 180 (English Education students may substitute Eng. 140); 325-326; 341-342; 477; 490.

In addition each student must complete one of the following tracks:

English: Required are twelve additional credit-hours in specialized and/or advanced courses offered by the English Department; I.S. 251 and 252. Recommended is a minor related to the student's special interests or vocational plans.

English Education: Required are the following courses: Eng. 210; FA 220; Eng. 289 or 290; Ed. 340; F.L. or Eng. 371; Eng. 372; Eng. 375; Ed. or Eng. 480; Ed. or Eng. 483; one course selected from the following: I.S. 251, I.S. 252, Eng. 266, Eng. 268. To be recommended for certification, the student must also complete the courses in the Professional Education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *The following English courses are prerequisite to student teaching: Eng. 375, 483, 480.*

A student majoring in English is expected to earn a minimum grade of C in all courses in the Department.

Students planning to attend graduate or professional schools should prepare to meet foreign language reading requirements.

Requirements for Minors

American Literature: four hours from Eng. 140 150, 170, 180; 341-342; eight additional credit-hours in English courses devoted to American writers with the following recommended: 263-264 and one 400-level seminar.

British Literature: four hours from Eng. 140, 150, 170, 180; 325-326, eight additional credit-hours in English courses devoted to British writers with the following recommended: 261-262, 270; and one 400-level seminar.

Writing and Language: four hours from Eng. 140, 150, 170, 180; 205; 209; 210; 371; 372; 375; a minimum of two additional credit-hours selected from the following: 211, 213, 351, and 483.

Writing Proficiency Program

The Writing Proficiency Program is administered by the English Department. Students should complete the program and meet the writing proficiency requirement for graduation before the beginning of the senior year.

Students must achieve and maintain an above-average level of proficiency in expository writing by taking the annual Writing Qualification Test or by satisfactory completion of selected writing courses offered by the English Department.

Students who choose to satisfy the requirement by enrolling in writing courses may do so by electing from the following: Eng. 100, 120, 125, 140, 150, 170, 180, 209, 210, 213, or 351. No more than one course per academic year will apply to the requirement. See below for the number of courses needed to satisfy the writing proficiency requirement.

The Department of English will certify to the Registrar that a student has satisfied the writing proficiency requirement for graduation when proficiency has been demonstrated in one of the following ways:

1. By achieving a high level of proficiency on both the first Writing Qualification Test, taken in October of the freshman year, and the second Writing Qualification Test, taken in March of the sophomore year. (A grade of C+ or better in an approved writing course is an alternative to the required high level of proficiency on either of these tests.) *A student whose proficiency is certified in this way is not required to take additional tests or courses.*
2. By taking the first Writing Qualification Test in November of the freshman year and achieving a high level of proficiency on the third test, taken in April of the junior year.
3. By achieving a grade of C+ or better in an approved writing course taken in the junior year.
4. By achieving a grade of B or better in any approved writing course taken either the freshman or sophomore year.

Students who have not met the writing proficiency requirement before the beginning of their seventh semester must enroll in Eng. 120, a non-credit, non-graded course in expository writing. Special Writing Qualification Tests are given as part of this course, and students must continue in the course until they have achieved a high level of proficiency on one of the special tests. Writing Qualification Tests are given to seniors only when enrolled in the course.

Special arrangements are made for students who transfer from other colleges. Transfer students should consult the Department of English immediately upon enrolling at Bethany.

Writing tests are given according to the following schedule:

October

Writing Qualification Test: Freshmen (Required)

March

Writing Qualification Test: Sophomores (Advisory) and Juniors (Required)

Eng. 100 College Composition

4 hours

A basic course for training and practice in the process of writing effective essays from the prewriting stage through final revision and polishing. Emphasis is on audience and purpose, point of view, organization, and style. Formal assignments encourage students to write the types of essays they are likely to encounter in other college courses, including documented reports.

Eng. 120 Expository Writing

Non-credit

An intensive course for training and practice in writing essays. (Required of all students who have not met the writing proficiency requirement before the beginning of their seventh semester. Not open to others.)

- Eng. 125 Expository Writing Workshop** **2 hours**
An intensive course for training and practice in writing clear and effective expository prose. After an initial diagnosis, an individual program is designed for each student. (Offered only during January Term as a substitute for Eng. 100 and an alternative to Eng. 120. May not be taken on a credit-no credit basis.)
- Eng. 140 Introduction to Literature** **4 hours**
An introduction to the study of poetry, drama, and fiction. Emphasis is on the development of techniques for the analysis and evaluation of poetry, drama, and fiction and on the writing of literary essays.
- Eng. 150 Honors Freshman English** **2 hours**
An introduction to the principles of critical reading and writing and to the analysis of literary texts. Intensive practice in expository and imaginative writing. A course for freshmen of superior ability and accomplishment. (Enrollment by invitation only.)
- Eng. 160 Introduction to Film** **4 hours**
An introduction to the study the film as a technical artifact, an art object, a mirror of society, and a moral statement. Students view twelve classic films such as Chaplin's *City Lights*, Resnais's *Hiroshima Mon Amour*, Bergman's *Virgin Spring*, and Hitchcock's *Psycho*. *Fee.* \$15. (May be taken for credit as FA 160.)
- Eng. 170 Introduction to Poetry** **2 hours**
A study of poetic forms and techniques, with some consideration of the historical development of poetry in English. Emphasis is on developing the student's ability to read, understand, and evaluate poems.
- Eng. 180 Introduction to Fiction** **2 hours**
A study of form and technique in fiction, with special emphasis on narrative strategy and story telling techniques. Emphasis on developing the student's ability to read, understand, and evaluate stories and novels.
- Eng. 205 Writing for Business and Industry** **2 hours**
An introduction to writing formal and informal reports, summaries, business letters, job descriptions, applications, and resumes. Each student completes approximately 10 writing assignments. *Prerequisite:* Eng. 100 or demonstrated competence in expository writing.
- Eng. 209 Technical Writing** **4 hours**
A workshop for training and practice in the written communication of specialized information to audiences with varying levels of knowledge. Emphasis is on the analysis of audiences and purposes, the selection and organization of information, the creation of informative graphics, and the manipulation of conventional formats to develop concise and effective instruction sets, descriptive analyses, abstracts, occurrence reports, literature reviews, feasibility studies, proposals, investigative reports, and other types of writing usually required of professionals. Students make use of the College's computer facilities for word processing and for generating graphs, charts, and lists.
- Eng. 210 Creative Writing** **2 hours**
An intensive workshop for training and practice in the creative aspects of expository and imaginative writing. Students write essays, sketches, short fiction, poems, and dramatic scenes. (Required for students preparing to teach secondary school English. Enrollment limited to 15 students with preference given to juniors and seniors. May be repeated once for additional credit.) *Prerequisite:* Eng. 100 or the equivalent.
- Eng. 211 Poetry Writing Workshop** **2 hours**
An intensive workshop for training and practice in the writing of poetry. Limited enrollment. *Prerequisite:* Eng. 210 or permission of the instructor.
- Eng. 213 Advanced Expository Writing** **2 hours**
An examination of and intensive practice in writing expository prose with emphasis upon the achievement of literary excellence. (Enrollment limited to 15 students with preference given to juniors and seniors.) *Prerequisite:* Eng. 100 or the equivalent.
- Eng. 261-262 British Novel** **2 hours each**
A study of the development of the British novel from the 18th century to the present. 261: Defoe through Dickens. 262: Hardy to the present.

Eng. 263-264 American Novel **2 hours each**

A study of the development of the American novel from the 19th century to the present. 263: Beginnings through World War I 264: 1920s to the present.

Eng. 266 Masterpieces of Western Literature **4 hours**

A study of major works from the Middle Ages through the nineteenth century. Such works as the following will be considered: Dante's *Divine Comedy*, Rabelais' *Gargantua and Pantagruel*, Cervantes' *Don Quixote*, Swift's *Gulliver's Travels*, Goethe's *Faust*, and Tolstoy's *Anna Karenina*.

Eng. 268 Modern World Literature **4 hours**

A study of the work of writers representing the diverse cultural traditions of the modern world. In addition to the works representing the western tradition, works will be studied representing such traditions as the Eastern European, the Middle Eastern, the African, the Latin American, and the Oriental.

Eng. 270 Shakespeare **4 hours**

A rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as FA 270.)

Eng. 280-288 Colloquium in Literature **2 or 4 hours each**

A series of courses for the discussion of special topics in literature. (Enrollment in each course limited to 20 students.)

Eng. 280 Australian and New Zealand Literature **2 hours**

A course tracing English-language literature "down under" from 19th century British Victorian writing to the American-influenced literature of the 1970s, 1980s, and 1990s. Topics affecting this literature include: Colonialism, Vietnam, women, and Aboriginal and Maori cultures. Special emphasis will be placed on authors Katherine Mansfield, Kenneth Slessor, Patrick White, and Janet Frame. (May be taken for credit as Soc. Sci. 280.)

Eng. 281 Women and Literature: Fiction **2 hours**

A study of fiction by and about women. Fictional representations of women in adolescence, marriage, vocation, and old age will be studied, as well as literary responses to the roles of sister, friend, wife, daughter, and mother. Special emphasis will be placed on the role of reading fiction in women's lives.

Eng. 282 Women and Literature: Non-Fiction **2 hours**

A study of non-fiction by and about women. Modes and genres to be represented include essays, memoirs, interviews, letters, and journals. Emphasis will be placed on works which examine women in adolescence, marriage, vocation, and old age, as well as the struggle of women to understand themselves as sisters, friends, wives, daughters, and mothers. Special emphasis will be placed on the role of writing in women's lives.

Eng. 283 African-American Fiction **2 hours**

A study of fiction by 20th century African-American writers. Works by Wright, Hurston, Ellison, Baldwin, Reed, Walker, and Morrison will be examined.

Eng. 287 The Fiction of Southern Women **2 hours**

An analysis and evaluation of novels and short stories written by women authors from the southern United States, from Kate Chopin to Alice Walker. Emphasis is on both the literary and social aspects of the works studied.

Eng. 289 Children's Literature **2 hours**

An examination of literature for children, including consideration of background and history, current works, skills for critical analysis, and approaches to using literature. Students enrolled in the course work with children.

Eng. 290 Literature and Adolescence **2 hours**

The examination of important works about or of special interest to young people of junior high school through high school age. Techniques of presenting the works are considered. Readings are primarily in short stories and novels.

Eng. 325-326 British Literature I and II **4 hours each**

An analysis of the development of British literature from the beginning through the Victorian Period. First semester: from *Beowulf* through Milton. Second semester: from the Restoration to the present. *Prerequisite:* Eng. 140 or 170 and 180 or permission of the instructor.

- Eng. 341-342 American Literature I and II** **4 hours each**
 An examination of the development of American literature from the Colonial Period to the present with emphasis upon the writers of the 19th and 20th centuries. *Prerequisite: Eng. 140 or 170 and 180 or permission of the instructor.*
- Eng. 351 Literary Criticism** **4 hours**
 A study of the history of literary criticism, literary theory, and applied approaches to literary criticism. Special emphasis is on the preparation of essays which apply various theories and demonstrate various critical points of view.
- Eng. 371 Introduction to Linguistics** **2 hours**
 A study of basic concepts and terminology of linguistics. (May be taken for credit as F.L. 371.)
- Eng. 372 Development of Modern English** **2 hours**
 An introduction to the history of the English Language from its Anglo-Saxon beginnings to the present. *Prerequisite: Eng. 371 or F.L. 371.*
- Eng. 375 English Grammar** **2 hours**
 The description and analysis of the grammar of the English language. Various grammatical systems are considered, such as the traditional, the structural, and the transformational-generative.
- Eng. 440-449 Seminar in British Literature** **2 or 4 hours each**
 The advanced study of an author, period, movement, or tradition in British literature. (Enrollment in each course limited to 12 students. Topics change regularly.) *Prerequisite: previous study of the period, movement, or tradition in a survey course.*
- Eng. 442 Renaissance Literature and Christian Epic** **4 hours**
 A study of the development of Christian epic from Tasso to Spenser and Milton. Emphasis on the use of allegory and the structure of the heroic poem. *Prerequisite: Eng. 325; I.S. 252.*
- Eng. 444 Age of Johnson** **4 hours**
 A study of the major prose, poetry, and drama of the mid-eighteenth century with emphasis upon the work of Samuel Johnson and the members of his circle, including Boswell, Goldsmith, and others.
- Eng. 445 Victorian Writers** **4 hours**
 The investigation of major poems by Tennyson (*In Memoriam* and *Idylls of the King*) and Browning (*The Ring and the Book*), poems and criticism by Matthew Arnold, and novels by Dickens, Thackeray, and George Eliot.
- Eng. 446 Johnson and Boswell** **4 hours**
 A study of the life and selected works of Samuel Johnson and of James Boswell as journalist and biographer.
- Eng. 450-459 Seminar in American Literature** **2 or 4 hours each**
 The advanced study of an author, period, movement, or tradition in American literature. (Enrollment in each course limited to 12 students. Topics change regularly.) *Prerequisite: previous study of the period, movement, or tradition in a survey course.*
- Eng. 450 Recent American Literature** **4 hours**
 A study of American poetry, drama, and fiction since World War II. Emphasis is on the analysis of works representing the various ideas, techniques, styles, and movements characterizing the writing of the last forty-five years.
- Eng. 451 Short Fiction in the Romantic Period** **2 hours**
 A study of tales, fictional sketches, short stories, and novellas written in the United States from the early nineteenth century to the Civil War. Emphasis is on the development of short fiction during the period and on the analysis and evaluation of particular works. Writings by such authors as Poe, Irving, Hawthorne, and Melville are considered.
- Eng. 455 Modern American Drama** **4 hours**
 An analysis and evaluation of literary and dramatic aspects of plays by American writers from 1920 to 1960. Emphasis is on playwrights and plays important to the development of the modern American dramatic tradition and on plays of literary merit which remain

theatrically viable. Among the works studied are plays by Eugene O'Neill, Clifford Odets, Lillian Hellman, William Saroyan, Clare Booth (Luce), Thornton Wilder, Maxwell Anderson, Tennessee Williams, and Arthur Miller. Whenever possible, viewings of recorded productions or adaptations for film will supplement readings.

Eng. 456 The 1920's **4 hours**

A study of the poetry, drama, fiction, and critical writings of the 1920's. Emphasis is on such major writers as Pound, Eliot, Fitzgerald, Hemingway, Faulkner, and O'Neill; but other important writers are also studied.

Eng. 457 Hawthorne, James, and Faulkner **4 hours**

A study of critical and fictional works of Hawthorne, James, and Faulkner. Emphasis is on ideas, themes, and techniques.

Eng. 458 Hemingway **2 hours**

A study of selected fiction by Ernest Hemingway. Emphasis will be on the Nick Adams stories. *A Farewell to Arms*, and *The Old Man and the Sea*.

Eng. 477 English Seminar **2 hours**

The undertaking of reading and research designed to help students review and organize their knowledge of literature. (Open only to juniors and seniors.) *Prerequisites: Eng. 140 or 170 and 180, 325-326, 341-342 or permission of the instructor.*

Eng. 480 Methods of Teaching English **2 hours**

The exploration of materials and methods of teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement are examined. (May be taken for credit as Ed. 480.)

Eng. 483 Theory and Practice of Teaching Composition **2 hours**

An examination of historical and current theories of composition as a conceptual background for both teaching and writing. Students will study research and theory on the writing process. Students will practice both writing and teaching writing.

Eng. 484 Methods of Teaching English as a Foreign Language **2 hours**

A directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring. (May be taken for credit as Ed. 484.) *Offered upon request.*

Eng. 487-488 Independent Study **2 or 4 hours**

Individual study in any area of English for which the student is qualified. Independent study is offered only in areas not included in other courses in the department. *Prerequisite: Adequate preparation to undertake the study as determined by the instructor.*

Eng. 490 Senior Project **2-8 hours**

Generally consists of a major critical paper on a topic developed from at least one of the student's elective courses in the department. During the junior year, the student should determine an area of interest and make a preliminary investigation of it after consulting with his or her mentor (the faculty member best qualified to assist in the project). Reading and research should continue during the student's senior year, and much of the final semester should be devoted to preparation of the paper. Sometimes the project may take other forms. Students wishing to undertake an unusual project must consult with the head of the department no later than the beginning of the fourth semester. Credit for the senior project is not included in the total number of hours required for concentration in English

Fine Arts

Aims

The Fine Arts Department provides study in music, theatre, and the visual arts. The purpose of the department is to give expression to the historical and aesthetic unity of the various forms and modes of fine arts and to enhance this understanding with creative experience.

Requirements for Major

All majors in the department must take FA 101, 102, 103, 477, a senior project; I.S. 251, 252.

In addition to the courses required of all departmental majors, students majoring in Fine Arts are required to complete one of the following emphases:

Art: FA 200, 201, 203, 211, 212, 311, 312. In addition, a four credit-hour course in 3-D or in graphics design from the Communications Department is recommended.

Music: FA 150; 8 hours from 240, 241, 242, and 243; 4 hours from 340, 341, 342, 343; 350, 450; proficiency at the keyboard. In addition, private music lessons are recommended.

Theatre: FA 151, 152, 153, 220, 230, 270, 320, 420; Eng. 210. Participation in theatrical productions is recommended.

Requirements for Minors

Music: FA 102, 150; 8 hours from 240, 241, 242, and 243; 2 hours from 340, 341, 342, 343; 350.

Studio Art: FA 101, 200, 203, 211, 212.

Theatre: FA 103, 151 or 152, 153, 220, 225, 230, 235, 320, 420.

FA 101 Introduction to Art **4 hours**
An historical and aesthetic study of the visual arts from the ancient world to the present. Representative masterworks of art are studied, and consideration is given to aesthetic functions and values.

FA 102 Introduction to Music **4 hours**
An historical and aesthetic study of music from Gregorian Chant to the present. Representative masterworks of music are studied, and consideration is given to aesthetic functions and values.

FA 103 Dramatic Literature and Theatre Development **4 hours**
A survey of drama and theatre architecture and design with emphasis on both primary and secondary literature in both historical and aesthetic context.

FA 105-106 College Choir **1 hour each**
Preparation for performance of choral music. (Activity course: CR/NCR only.) *Enrollment by audition.*

FA 107-108 Instrumental Ensemble **1 hour each**
Preparation for performance of standard ensemble literature according to instrumentalists available. (Activity course: CR/NCR only.) *Enrollment by audition.*

- FA 109-110 Jazz-Rock Ensemble** **1 hour each**
Preparation for performance of contemporary jazz and rock arrangements. (Activity course: CR/NCR only.) *Enrollment by audition.*
- FA 111-112 Piano** **1 hour each**
Private instruction in the techniques, theory, and literature of the piano. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*
- FA 113-114 Strings** **1 hour each**
Private instruction in the techniques, theory, and literature of violin, viola, cello, or bass. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*
- FA 115-116 Winds** **1 hour each**
Private instruction in the techniques, theory, and literature of the brass and woodwind instruments. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*
- FA 117-118 Voice** **1 hour each**
Private instruction in the technique, theory, and literature of voice. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*
- FA 119-120 Guitar** **1 hour each**
Private instruction in the techniques, theory, and literature of the guitar. (Activity course: CR/NCR only.)
- FA 125 Art Activities in the Elementary Schools** **2 hours**
A study of the theories and goals of art education in the elementary school with emphasis on the child's growth and development through art. Exploration of art techniques is included.
- FA 150 Harmony-Solfeggio-Eurythmics I** **2 hours**
An analysis of harmonic derivation, chord function, and harmonizations. The course also includes an introduction to sight singing, one and two-part dictation, rhythm, and improvisation. (Required of all students concentrating in Elementary Education.)
- FA 151 Fundamentals of Stage Construction** **2 hours**
- FA 152 Theatre Lighting** **2 hours**
- FA 153 Theatre Make-up** **2 hours**
- FA 154 Costuming** **2 hours**
- FA 155 Scene Painting** **2 hours**
- FA 160 Introduction to Film** **4 hours**
An introduction to study the film as a technical artifact, an art object, a mirror of society, and a moral statement. Students view twelve classic films such as Chaplin's *City Lights*, Resnais's *Hiroshima Mon Amour*, Bergman's *Virgin Spring*, and Hitchcock's *Psycho*. *Fee. \$15.* (May be taken for credit as Eng. 160.)
- FA 200 Introduction to Two-Dimensional Design** **4 hours**
An introduction to the theories and practice of two-dimensional design; study of the elements and materials in relation to design potentials with practical applications.
- FA 201 Introduction to Three-Dimensional Design** **4 hours**
An introduction to the theory and practice of three-dimensional design. Consideration is given to the relation between the design potential of various materials and their practical applications.
- FA 203 Printmaking** **4 hours**
The study of printmaking processes emphasizing creative expression through such techniques as relief, intaglio, planography, and serigraphy.
- FA 206 Interpersonal Communication: Public Speaking** **4 hours**
An introduction to the dynamics of communication: levels of interaction between speaker and listener; developing the use of voice and non-verbal signals; understanding oral style in language and logical argument in public speaking; focus on the design and delivery of short speeches and on critical listening. (May be taken for credit as Comm. 206.)

- FA 210 Ceramics I** **4 hours**
A concentrated study of the history and various techniques of ceramic art, including studio experience in forming, firing, and glazing pottery and ceramic sculpture.
- FA 211 Drawing I** **4 hours**
A concentrated study of the aesthetics and techniques of drawing, including studio experience in such fundamentals as proportion, perspective, and value.
- FA 212 Painting I** **4 hours**
A concentrated study of the aesthetics and techniques of painting, including studio experience in the fundamentals of composition, color, style, and materials.
- FA 213 Sculpture I** **2 hours**
The course emphasizes creative expression in three-dimensional forms. Students work with materials that are readily available and easily handled such as wood, wire, plaster, and clay. *Prerequisite: FA 201 or permission of the instructor.*
- FA 220 Beginning Acting** **2 hours**
A study of movements, various styles, improvisations, projections of character, and speech technique. The course includes a 10-20 minute planned and rehearsed program that demonstrates skills acquired in improvisation and body and voice techniques.
- FA 225 Dance for Non-Dancers** **2 hours**
The development of beginning dance skills with emphasis upon improvisational dance modes and creative body language.
- FA 230 Children's Theatre** **2 hours**
The development of techniques required in writing for and performing before children.
- FA 235 Musical Comedy** **2 hours**
A study of musical comedy scores and libretti, basic principles of musical comedy singing, dancing, and acting, and other fundamentals of the genre.
- FA 240 Baroque Composers** **4 hours**
A course emphasizing such major Baroque composers as Monteverdi, Schutz, Vivaldi, Gabrieli, Rameau, Purcell, Handel, J.S. Bach.
- FA 241 Classic Composers** **4 hours**
A course emphasizing such Classical composers as Gluck, Haydn, Mozart, Cherubini, and early works by Beethoven.
- FA 242 Romantic Composers** **4 hours**
A course emphasizing such Romantic composers as the later works of Beethoven, Rossini, Schubert, Berlioz, Mendelsohn, Schumann, Liszt, Wagner, Verdi, Bruchner, Franc, and Brahms.
- FA 243 Modern and non-Western Composers** **4 hours**
A course emphasizing modern and non-Western composers such as Debussy, Satie, R.V. Williams, Schoenberg, Ives, Bartok, Stravinski, Barber, Schuman, Menotti, Britten, Penderecki, Stockhausen, Glass, Reich, and others.
- FA 250 Harmony-Solfeggio-Eurythmics II** **2 hours**
An introduction to Schenkerian principles of analysis, harmonization of melodies; intermediate sight-singing and three-and four-part dictation; and intermediate problem in rhythm and improvisation. *Prerequisite: FA 150.*
- FA 270 Shakespeare** **4 hours**
A rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as Eng. 270.)
- FA 310 Ceramics II** **2 hours**
A study of problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: FA 210.*
- FA 311 Drawing II** **2 hours**
The course provides advanced studio experience in drawing. *Prerequisite: FA 211.*

- FA 312 Painting II** 2 hours
The course provides advanced studio experience in painting. *Prerequisite: FA 212.*
- FA 313 Sculpture II** 2 hours
A study of problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: FA 213.*
- FA 320 Advanced Acting** 2 hours
The course emphasizes scene study as a unit of theatrical form. Scenes from various periods to be directed and performed. Focus on interaction between characters. *Prerequisite: FA 220.*
- FA 340 Orchestral Idiom** 2 hours
A course introducing the student to the symphony, tone poem, suite, overture, and ballet.
- FA 341 Operatic and Choral Idiom** 2 hours
A course introducing the student to operatic techniques and conventions.
- FA 342 Keyboard Idiom** 2 hours
A course introducing the student to the piano, harpsichord, and organ.
- FA 343 String and Woodwind Idiom** 2 hours
A course introducing the student to string and woodwind instruments.
- FA 350 Counterpoint I** 2 hours
An introduction to and the writing of species counterpoint (16th century); elementary motet composition; introduction to analytical concepts; binary, ternary, and complex forms and dodecaphonic structures. *Prerequisites: FA 150, 250.*
- FA 399 Fine Arts Management** 2 hours
The study of management principles and practices as applied to agencies and institutions in the various fields of the arts, such as museums, galleries, symphonies, theatres, and others.
- FA 416 Opera** 2 hours
This course is designed to introduce the general student to operatic techniques and conventions. The principal emphasis will be on the ways in which music enhances dramatic elements in operas of Mozart and Verdi. No technical knowledge of music is required.
- FA 420 Directing** 2 hours
A study of the fundamentals of staging, blocking, movement, stage business, tempo, script analysis, casting, and rehearsal planning. The course includes preparation of a prompt book for a one-act play to be directed for public performance. *Prerequisite: FA 220.*
- FA 450 Counterpoint II** 2 hours
An introduction to and the writing of inventions and sinfonia (18th century); analysis of non-Western music; and a survey of contemporary analysis. *Prerequisites: FA 150, 250, 350.*
- FA 477 Senior Seminar** 2 hours
This course is a review of the fine arts area concentrating upon the student's area of emphasis.
- FA 481 Methods and Materials in Teaching Elementary School Music** 2 hours
The aims and values of elementary school music will be studied, opportunities to develop teaching techniques will be provided, and introductions to standard materials will be made. (Required of all students concentrating in Elementary Education.)
- FA 487-488 Independent Study** 2-4 hours
- FA 490 Senior Project** 2-8 hours
Recommended to begin during the second semester of the junior year.

Foreign Languages

Aims

To familiarize students with the language and literature of the French, German, and Spanish speaking peoples; to help students understand a culture other than their own; and to assist students in preparing for careers requiring foreign language skills. The program also provides students interested in research with a reading knowledge of a foreign language, and it helps travelers to foreign countries acquire basic conversation skills.

Requirements for Major in French, German, or Spanish

A minimum of 28 hours in the target language (not including Fr. 110, 120, 230; Ger. 110, 120, 230; or Span. 110, 120, 230) plus F.L. 371 or Eng. 371, and a Senior Project. Required are at least one conversation course (240 or 241), one literature course (351, 352, 357, or 358), and one civilization course (310, 311, 312 or 313). Related course requirements are I.S. 251 and 252. All students are expected to spend a minimum of one semester studying in a country where their target language is spoken. To that end, Bethany maintains programs in Heidelberg, Paris, and Pamplona. Students planning to teach a foreign language must complete F.L. 480 and 481.

Foreign Language majors should consider developing a strong second field in an area related to career goals and acquiring a working knowledge of an additional foreign language.

Requirements for Minors

For each of the minors in Foreign Languages, 16 hours above the 230 level (third semester) are required.

French: Fr. 240, 241, 313, either 351 or 352. (*Study abroad may replace either Fr. 240 or 241.*)

German: Ger. 240, 241, 312, either 351 or 352. (*Study abroad may replace either Ger. 240 or 241.*)

Spanish: Span. 240, 241, either 310 or 311, either 357 or 358. (*Study abroad may replace either Span. 240 or 241.*)

Requirements for Teaching Certification

French: Only French majors who have completed the following courses will be recommended for state certification to teach French in the secondary schools: Fr. 110, 120, 230, 240 or 241, 313, 351 or 352, 4 additional semester hours in French courses; F.L. or Eng. 371; F.L. 480, 481; the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *The following are prerequisite to student teaching: F.L. 480, 481; approved study abroad within a French-speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

German: Only German majors who have completed the following courses will be recommended for state certification to teach German in the secondary schools: Ger. 110, 120, 230, 240 or 241, 312, 351 or 352, 4 additional semester hours in German cour-

ses; F.L. or Eng. 371; F.L. 480, 481; the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *The following are prerequisite to student teaching: F.L. 480, 481; approved study abroad within a German-speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

Spanish: Only Spanish majors who have completed the following courses will be recommended for state certification to teach Spanish in the secondary schools: Span. 110, 120, 230, 240 or 241 310, 357 or 358, 4 additional semester hours in Spanish courses; F.L. or Eng. 371; F.L. 480, 481; the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *The following are prerequisite to student teaching: F.L. 480, 481; approved study abroad within a Spanish speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

French

Fr. 110 French I **4 hours**

This is the first of three courses emphasizing the acquisition of French language skills needed to satisfy basic social requirements in French-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to French cultures and issues. (Oral practice sessions are required. French I is intended primarily for students who have no acquaintance with the language.)

Fr. 120 French II **4 hours**

The second of three courses: See Fr. 110. *Prerequisite: Fr. 110 or equivalent.*

Fr. 230 French III **4 hours**

The third of three courses: See Fr. 110. *Prerequisite: Fr. 120 or equivalent.*

Fr. 240 Conversation and Composition: The Living Language **4 hours**

French and American life styles are compared through discussions and compositions designed to improve the student's communication skills in French. *Prerequisite: Fr. 230 or equivalent.*

Fr. 241 Conversation and Composition: Francophone World **4 hours**

While improving skills of spoken and written communications in French, the student becomes acquainted with contemporary issues in the French-speaking world. *Prerequisite: Fr. 230 or equivalent.*

Fr. 313 France **4 hours**

An introduction to France, with special attention to its political and cultural history, contemporary institutions, activities, customs, and values. Cross-cultural comparisons and contrasts of France and the United States are included. Conducted in English.

Fr. 351 Survey of French Literature I **4 hours**

A survey of French literature from the earliest periods to the end of the 18th century. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 240, 241 or equivalent.*

Fr. 352 Survey of French Literature II **4 hours**

A survey of French literature of the 19th and 20th centuries. Introduction to *explication de texte* techniques. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: Fr. 240, 241 or equivalent.*

Fr. 410 Topics in French Literature **2 or 4 hours**

An advanced literature seminar which highlights major literary movements, genres, and themes from the French-speaking world. *Prerequisite: Fr. 351 or 352 or permission of instructor.*

Fr. 487-488 Independent Study **2 or 4 hours**

Fr. 490 Senior Project **2-8 hours**

German

Ger. 110 German I 4 hours

This is the first of three courses emphasizing the acquisition of German language skills needed to satisfy basic social requirements in the German-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to German culture and issues. (Oral practice sessions are required. German I is intended primarily for students who have no acquaintance with the language.)

Ger. 120 German II 4 hours

The second of three courses: See Ger. 110. *Prerequisite: Ger. 110 or equivalent.*

Ger. 230 German III 4 hours

The third of three courses: See Ger. 110. *Prerequisite: Ger. 120 or equivalent.*

Ger. 240 Conversation and Composition I 4 hours

A discussion of life in Germany. Designed to improve communication skills. Brief oral and written reports. *Prerequisite: Ger. 230 or equivalent.*

Ger. 241 Conversation and Composition II 4 hours

The course is designed to improve skills of spoken and written communication in German through a focus on contemporary problems. *Prerequisite: Ger. 230 or equivalent.*

Ger. 302 German Business Correspondence 2 hours

The course is designed to prepare students for possible employment in German-American firms through the development of skills in business letter writing and familiarization with German technical terms in business and banking. *Prerequisite: Ger. 230 or equivalent.*

Ger. 312 German Civilization 4 hours

The course is designed to acquaint the student with the history, culture, and people of the German speaking countries. Conducted in English.

Ger. 351 Survey of German Literature I 4 hours

A survey of German literature from the earliest periods to the beginning of the 19th century. Readings in German from an anthology. Conducted in German. *Prerequisite: Ger. 240, 241 or equivalent.*

Ger. 352 Survey of German literature II 4 hours

A survey of German Literature from the Romantic period to the present. Readings in German from an anthology. Conducted in German. *Prerequisite: Ger. 240, 241 or equivalent.*

Ger. 410 Topics in German Literature 2 or 4 hours

An advanced literature seminar which highlights major literary movements, genres, and themes from the German-speaking world. *Prerequisite: Ger. 351 or 352 or permission of instructor.*

Ger. 487-488 Independent Study 2 or 4 hours

Ger. 490 Senior Project 2-8 hours

Spanish

Span. 110 Spanish I 4 hours

This is the first of three courses emphasizing the acquisition of Spanish language skills needed to satisfy basic social requirements in Spanish-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to Hispanic cultures and issues. (Oral practice sessions are required. Spanish I is intended primarily for students who have no acquaintance with the language.)

Span. 120 Spanish II 4 hours

The second of three courses: See Span. 110. *Prerequisite: Span. 110 or equivalent.*

Span. 230 Spanish III 4 hours

The third of three courses: See Span. 120. *Prerequisite: Span. 120 or equivalent.*

Span. 240 Conversation and Composition: Spain 4 hours

An intensive training in spoken and written Spanish with emphasis on current events in Spain. Oral reports are based on readings from newspapers, magazines, and literary works. *Prerequisite: Span. 230 or equivalent.*

- Span. 241 Conversation and Composition: Spanish America** 4 hours
An intensive training in spoken and written Spanish with emphasis on current events in Latin America. Oral reports are based on readings from newspapers, magazines, and literary works. *Prerequisite: Span. 230 or equivalent.*
- Span. 310 Spanish American Civilization** 4 hours
A study of the development of Latin America from the pre-Columbian era to the present day in art, music, drama, history, and literature. Each student does research on a specific project selected in consultation with the instructor. Conducted in English.
- Span. 311 Spanish Civilization** 4 hours
An examination of Spain's influence on the history, art, music, drama, literature, and science of the world. Each student does research on a specific project selected in consultation with the instructor. Conducted in English.
- Span. 357 Literature of the Hispanic World I** 4 hours
An introduction to artistic, historical, and cultural aspects of Spain through its literature. Literary genres, figures, and other aesthetic elements are examined. Conducted in Spanish. *Prerequisite: Span. 240, 241 or equivalent.*
- Span. 358 Literature of the Hispanic World II** 4 hours
A study of the artistic, historical, and cultural aspects of Latin America through its literature. Literary genres, figures, and other aesthetic elements are examined. Conducted in Spanish. *Prerequisite: Span. 240, 241 or equivalent.*
- Span. 410 Topics in Spanish and Spanish American Literature** 2 or 4 hours
An advanced literature seminar which highlights major literary movements, genres, and themes from the Spanish-speaking world. *Prerequisite: Span. 357 or 358 or permission of instructor.*
- Span. 487-88 Independent Study** 2 or 4 hours
- Span. 490 Senior Project** 2-8 hours

Japanese

- Jpnse. 110 Japanese I** 4 hours
This is the first of two courses introducing the Japanese language and highlighting basic speaking and comprehension skills. Cultural issues also are presented. (Oral practice sessions are required.)
- Jpnse. 120 Japanese II** 4 hours
The second of two courses. See Jpnse. 110. *Prerequisite: Jpnse. 110 or equivalent.*

Foreign Language

- F.L. 371 Introduction to Linguistics** 2 hours
A study of basic concepts and terminology of linguistics. Required of all majors in the department. (May be taken for credit as Eng. 371.)
- F.L. 480 Methods and Materials in Teaching Foreign Languages** 2 hours
A study of the methods, teaching materials, lesson planning, and extracurricular activities necessary for the teacher of French, German, or Spanish as a foreign language. (May be taken for credit as Ed. 480.)
- F.L. 481 Foreign Languages for Middle Childhood** 2 hours
Methods, teaching materials, lesson planning, and extracurricular activities necessary for the middle childhood teacher of French, German, or Spanish as a foreign language. Special emphasis on aural-oral teaching techniques and characteristics of the transescent language learner.
- F.L. 487-488 Independent Study in Foreign Languages** 2 or 4 hours

Freshman Seminar

Fr. Sem. 111

4 hours

An examination of specialized topics in a seminar setting. Emphasis is given to the development of writing and critical thinking skills, practice in individual and group research, and application of oral communication skills. Attention is also given to orientation to the Bethany program, college life, and academic advising. Required of entering Freshmen in the fall semester.

Sec. A Sport and the American Experience

Students will investigate the impact of sport on society and, conversely, the impact of society on sport. Using film and literature, students will explore myths and the realities of sport. Through current issues in sport, students will examine their own values and the values of contemporary American culture.

Sec. B Becoming Woman: A Multi-Cultural Look at the Socialization Experience of Women

This seminar will explore the experience of growing into womanhood in America in the Afro-American, European-American, Hispanic American and Asian-American cultures. Through the use of novels and short stories, psychological theory on human development, and some autobiographical materials, students will be encouraged to explore the effect of culture on the development of women in America. This seminar is for women and men who are interested in how women become the adults they are, and how the experience differs across cultures.

Sec. C Sensitivity to the Natural World

This seminar is an introduction to the natural world based upon the observation of plants and animals in their natural settings. Most sessions will be held outdoors at Bethany and several nearby, important natural sites.

Sec. D New York, New York: A Portrait

A portrait of New York, "warts and all." A study of the geography, history, politics, and economics of the Big Apple from the time it was a Dutch colony to the present. Students will examine its industries: communications; fashion; finance; publishing; medicine; psychology; and the visual and performing arts. The problems of the city will also be examined. Throughout, the emphasis will be on the visual, with many opportunities to look at and enjoy the paintings and sculptures which have made Manhattan the art capital of the world.

Sec. E Rock 'n' Roll and the American Dream

Rock 'n' Roll music has played a major role forming and shaping youth culture in America. In examining rock 'n' roll, this seminar has three primary objectives: to gain a better understanding of the history and development of rock music in America; to gain a better understanding and appreciation of rock music and American culture; and to gain a better understanding and appreciation of rock music itself.

Sec. F The Storytelling Tradition

Storytelling types, tales, and techniques will be explored in this seminar through readings, discussions, videos, a field trip to a national storytelling festival, and personal experience in storytelling. A special fee is assessed to cover the cost of the field trip, approximately \$150.

Sec. G The Idea of Home

This seminar focuses on the meaning of "home" as an idea and a place. Topics of discussion include leaving home as memory, home as destination, homesickness, homelessness, and exile. Home as a place is examined by exploring the significance of fictional homes, historic homes, celebrity homes, the evil home (haunted house), the home town, and the dream home. Activities include writing assignments and the presentation of a plan and rationale for the student's dream home.

Sec. H Far Away Places

This seminar is designed to bring together students from North America and other continents to focus on each other's cultures. Students from different geographic and cultural backgrounds will team up to explore cultural differences and similarities through discussions, presentations, personal experiences, and papers.

Sec. I On the Road

The "road" is often used as a key symbol for understanding life, society, and the human condition. This seminar will examine the meaning of the road in a number of different contexts. Topics include the road and rootlessness, tourism, travel and adventure, pilgrimage and self-discovery, dead ends, highwaymen, main streets, and the course of life.

Sec. J Soap and Stuff

What happens when you make an omelet, bake a cake, make wine, root beer, or beer? What makes candy harden, jelly jell, fudge fudge, or yogurt set? Why can changing the order of addition of ingredients make mayonnaise or a mess? What is a detergent? How do they work? This seminar investigates these and a number of other questions related to everyday items and foods. In the process students learn to prepare some of the dishes and beverages. Group projects demonstrate many of the theories discussed.

Sec. K Education of the Self

An exploration of three areas considered crucial to personal adjustment and growth: the self-concept, relationships and communication, and a meaningful philosophy of life. Through readings and group discussions, students develop a greater understanding and acceptance of self and others. Students selecting this seminar should be interested in and open to personal growth and should be willing to share their thoughts and feelings about significant topics in class.

Sec. L William Golding and the Problem of Evil

A study of six novels by the 1981 Nobel Prize winner in literature. By analysis and comparison, the seminar seeks to determine what Golding has to say about the nature of humans and their problems.

General Science

General Science is a grouping of courses only. It is not a department and does not offer a major. It provides a number of courses, many of which are interdisciplinary in nature, designed primarily for non-science majors. Some of the courses, however, such as *History and Philosophy of Science* and *Science, Technology, and Society*, supplement the programs of science majors. In addition, special courses are offered for those interested in teaching science in public and private schools.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach General Science in middle and junior high schools: Bio. 100; Chem. 100 or 101; C.S. 482; Ed. 447; G.S. 201, 202; Phys. 103 or 201; the professional education sequence described in the listings for the Education Department.

G.S. 100 Consumer Chemistry **4 hours**

A course emphasizing an understanding of chemical concepts relevant to our everyday lives. At the end of this course, a student should be able to analyze and discuss magazine and newspaper articles dealing with the subjects related to chemistry. (This course is designed for non-science students. May be taken for credit as Chem. 100.)

G.S. 101 Natural Philosophy **4 hours**

An examination of man's changing ideas about the universe. Emphasis is placed upon the role of science as a social institution contributing to these changing beliefs. (May be taken for credit as Phil. 352.)

G.S. 201 Astronomy **4 hours**

A non-technical course in descriptive astronomy and cosmology, including such topics as the solar system, stars, galactic systems, telescopes, rocketry, and space travel.

G.S. 202 Physical and Cultural Geography **4 hours**

A study of the interactions between environments and human activities over the earth's surface: land, sea and air. A complementary aspect of the course is devoted to place-name geography.

G.S. 209 History and Philosophy of Science **4 hours**

A study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (May be taken for credit as Phil. 353.)

G.S. 210 Science, Technology, and Society **4 hours**

An historical examination of the effects of scientific and technological innovations upon various societies, emphasis being placed upon technology and science of the western world since 1850.

G.S. 480 Methods and Materials in Teaching Physical and Life Sciences **4 hours**

A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

G.S. 487-488 Independent Study **2 or 4 hours each**

Health Science

Aims

The curriculum in Health Science is interdepartmental, providing the opportunity to earn a Bachelor of Science degree for students who have completed accredited allied health certification programs at other institutions.

In addition to the all-college graduation requirements, students in Health Science may choose among three specializations: Science, Management, and Education. These programs are designed to prepare allied health professionals for graduate or professional school, career changes within allied health fields, or management or educational positions in health professions agencies.

Requirements for Major

Students admitted to this degree program must have completed an accredited allied health certification in areas such as respiratory therapy, radiology, or a comparable field.

In the *Science* area of specialization, students must complete 44 hours of selected science courses, plus a Senior Project. These courses will include Chem. 101, 102, 211, and 212; Phys. 201 and 202; Math. 281; and 16 hours chosen from Bio. 100, 167, 180, 343, 440, and 467.

In the *Management* area of specialization, students must complete 42 hours of selected courses, plus a Senior Project. These courses will include Acct. 211 and 212; Econ. 111, 200, 280, 287, and 290; C.S. 140 or 144; Math. 281 and 282; and Comm. 302.

In the *Education* area of specialization, students must complete 40 hours of selected courses, plus a Senior Project. These courses will include Ed. 201, 202, 242, 344, 349, 410, 428, 470, 475 and Psych. 100, Soc. 100, and S.W. 310.

For course descriptions, see the listings in the respective departments. Further details of the program may be obtained from the Advisor for Health Science or the Office of the Dean of the Faculty.

History

Aims

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, cultural, and social life.

Requirements for Major

Twelve hours in European history, including Hist. 101, 12 hours of American history, including Hist. 201-202. Four hours in political science, four hours in either African or Asian or Latin American history, Hist. 477, and a Senior Project. A related requirement is I.S. 251 or 252, the other being strongly recommended. Students planning to attend

graduate or professional schools should anticipate possible requirements in the areas of foreign language, statistics, accounting, and computer technology.

Requirements for Minor

Hist. 101, 102, 201, 202, plus four hours from 300 or 400-level offerings.

Requirements for Teaching Certification

Only History majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: Hist. 101, 201, 202, 225; Soc. 100; Econ. 200; G.S. 202 or Soc. Sci. 302; Pol. 225; I.S. 100; R.S. 100; Soc. Sci. 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *Soc. Sci. 480 is prerequisite to student teaching.*

European and World History

Hist. 101-102 World Civilizations I & II **4 hours each**

A survey of world civilizations and the interactions between the different centers of civilization from the ancient world to the present. Particular emphasis is given to non-Western cultures in Asia, Africa, and the Americas. First semester covers the period from the ancient world to about 1400 A.D. Second semester carries through to the present.

Hist. 281 The Games of Empire: A History of Sports in Britain and the Commonwealth **2 hours**

A course tracing the social development of the modern games of football (soccer), rugby, and cricket and their Commonwealth off-shoots: Gaelic football, and Australian rules football, with comparisons to American soccer, football, and baseball. (May be taken for credit as P.E. 281 or Soc. Sci. 281.)

Hist. 297-298 Special Studies in History **2 or 4 hours**

These courses are designed to permit students to study with various faculty members in the department or with visiting instructors or foreign visitors.

Hist. 311 Renaissance and Reformation: 1300-1648 **4 hours each**

An examination of the transitional period from the Middle Ages to the Modern World. Particular emphasis will be placed on the political and economic developments of the Italian city states, the rise of national monarchies in Northern Europe, and the collapse of the unity of western Christendom.

Hist. 312 Absolutism, Revolution, and Nationalism: 1648-1871 **4 hours**

An examination of the emergence of the nation-state system bounded by the Peace of Westphalia and the unification of Germany. Topics for discussion will include the political and social revolutions of the 18th century, the impact of the Industrial Revolution on 19th century European politics, and the intellectual legacy of the Enlightenment.

Hist. 313 Modern Europe: 1871-Present **4 hours**

An examination of the zenith of European civilization at the end of the 19th century and the subsequent catastrophe of the two world wars in this century. The global impact of Imperialism, political revolution, and total war will form the bulk of the course content.

Hist. 324 Russian History **4 hours**

A survey of the history of Russia from the Middle Ages to the present. Specific topics include the growth of Russian power, the emergence of Russia as a major player in the European state system, the transition from Czarist autocracy to Soviet totalitarianism, and the impact of the Soviet Union's role as superpower, both internally and externally.

Hist. 327 British History **4 hours**

A survey of British society to the Elizabethan period followed by a more detailed study of the Elizabethan period through World War II. Topics such as the nature of the 18th century politics, the Industrial Revolution, liberal and Victorian England, the impact of the World Wars on British society, and the "Irish Question" are examined.

Hist. 328 The Middle Ages**4 hours**

A study of the decline of ancient civilization, the Byzantine and Islamic cultures, and especially the development of Western Europe to the 14th century.

Hist. 353 Hellenistic Civilization**4 hours**

An introduction to the Graeco-Roman Oriental world based on a survey of social and cultural developments from Alexander the Great to Julius Caesar. (May be taken for credit as R.S. 353.)

Hist. 410-419 Seminar in European History**2 or 4 hours**

The advanced study of a topic, period, or issue in European History. (Topics change regularly.)
Prerequisite: Previous study of the topic in a survey course or permission of the instructor.

Hist. 410 Weapons and Warfare**4 hours**

An examination of the science and art of warfare throughout the history of civilization. Particular emphasis will be placed on the technology of war and the methods developed to employ that technology against opponents on the battlefield or against an opponent's entire society.

Hist. 418 History as the Novel, the Novel as History**2 hours**

An examination of use of historical evidence as the background for a work of fiction and the relationship between the historian and the artist. Historical periods and works to be examined will change regularly.

American History

Hist. 201-202 U.S. History I & II**4 hours each**

A survey of the political, economic, and social growth of America. First semester covers the period of exploration to 1865; second semester from 1865 to the present.

Hist. 225 West Virginia History, Government, and Geography**2 hours**

The history of the western section of Virginia to the Civil War and the history and government of West Virginia to the present. The physical, political, and social geography of the state is included. Field trips to various sections of the state are included as part of the course.

Hist. 288 The American Political Novel**2 hours**

An examination of the political life in the United States at the municipal, state, and federal level as reflected in a number of political novels since 1932. The course examines *Grapes of Wrath*, John Steinbeck; *It Can't Happen Here*, Sinclair Lewis; *All the King's Men*, Robert Penn Warren; *The Last Hurrah*, Edwin O'Connor; and *Advise and Consent*, Alan Drury, plus an additional book selected for each student. (May be taken for credit as Pol. 288.)

Hist. 326 Latin America**4 hours**

A study of the geography, politics, social composition, economic structure, history, and problems of Latin America.

Hist. 341 Development of the American Nation**4 hours**

A history of the United States from 1816 to 1861. Considers growth of American nationalism and sectionalism following the War of 1812, the rise of Jacksonian Democracy, territorial expansion, and the coming of the Civil War.

Hist. 342 Age of Big Business**4 hours**

A political, social, and economic history of the U.S. from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform.

Hist. 343 Contemporary U.S. History**4 hours**

The history of the United States since 1945. The course will include a brief review of the Progressive Era, the 1920s and the New Deal. Films, records, contemporary magazines, scholarly journals, and newspapers are used in addition to the textbooks.

Hist. 365 Constitutional Law**4 hours**

A study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. (May be taken for credit as Pol. 365.)

Hist. 400-409 Seminar in American History**2 or 4 hours**

The advanced study of a topic, period, or issue in American History. (Topics change regularly.)
Prerequisite: Previous study of the topic in a survey course, or permission of the instructor.

Hist. 477 Historical Writings and Methods**4 hours**

A study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is placed on the techniques of historical research in preparation for the Senior Project.

Hist. 487-488 Independent Study**2 or 4 hours****Hist. 490 Senior Project****2-8 hours**

Begins first semester of the senior year.

Interdisciplinary Studies

Aims

The interdisciplinary studies program recognizes that some students are more likely to achieve the goals of an "integrated education" and a "self-examined life" as set forth by the Bethany Plan through a program of study combining work from several academic departments. The interdisciplinary studies program facilitates such study by providing the machinery needed for its implementation and evaluation, by aiding students in the study of interdisciplinary methods and problems, by critically evaluating students' understandings of the methods and materials of various disciplines, and by requiring the students to integrate the knowledge of materials and methods derived from various disciplines around a single problem or idea.

Requirements for Major

The interdisciplinary studies department coordinates faculty-sponsored and student-initiated programs of study that cross departmental lines. The initiator of an interdisciplinary field of concentration is responsible for establishing and justifying its goals and curriculum. The program must include at least 24 hours (excluding the Senior Project), but may not exceed 72 hours. No more than 48 hours in any one department will be counted toward graduation. Each proposed interdisciplinary major must be approved by the faculty Interdisciplinary Studies Committee. All work is supervised by the Director of Interdisciplinary Studies who serves as the student's academic advisor throughout the program of study.

Admission to the Interdisciplinary Studies Program

To be admitted to the program a student must submit a proposal for an interdisciplinary major to the Director of Interdisciplinary Studies prior to the last day of classes before mid-term of the second semester of the sophomore year. (The faculty Interdisciplinary Studies Committee may consider a later proposal if the student is willing to take more than the usual four years to complete degree requirements.) The proposal must follow the guidelines established by the faculty Interdisciplinary Studies Committee and be prepared with the guidance of the Director of Interdisciplinary Studies.

A proposal will be approved only from a student who has an overall grade point average of 3.0 at the time the proposal is made. To continue in the program the student must maintain the 3.0 grade point average during the semester in which the proposal is

approved and during the following semester. (Under extraordinary circumstances the faculty Interdisciplinary Studies Committee may waive grade point regulations to consider a proposal from a student with a lower grade point average and establish a lower grade point requirement for that student's continuing in the program.)

When a proposal has been approved it becomes the statement of goals and requirements for the student's major and is filed in the Office of the Registrar. It may not be modified without the approval of the faculty Interdisciplinary Studies Committee.

Senior Year

Senior Comprehensive Examination: Students must have completed at least 24 hours of study in their special curriculum (including all courses designated as required in the original proposal) before they are eligible to take the examination.

The Senior Comprehensive Examination will be designed to measure the student's grasp of methods and materials basic to the disciplines emphasized in the core curriculum; to test the student's capacity for integrating materials and methods from the various disciplines; and to allow the student to evaluate the success of the special curriculum in light of his or her stated goals.

Senior Project: Students who wish to do 4-8 hour Senior Projects must have their projects approved by the Director on or before the last day of the last semester of their junior year.

Faculty Initiated or Departmentally Sponsored Interdisciplinary Programs

Education and Psychology

Psych. 100, 205, 315, 477, two courses selected from 324, 325, 326; Ed. 201, 202, 242, 345, 346, 348, 401, 440, 447, 448, 470; Sp.Ed. 410 or Psych. 410; at least two semester-hours of credit in Sociology; I.S. 490. Additional information is available from the Education Department or the Psychology Department.

I.S. 100 Origins of Modern Western Thought **4 hours**
An exploration of the modern world and its origins stressing the basic ideas, historical events, aesthetic styles, and primary writings which have shaped the modern world. (Must be taken in the first year by all new freshmen and by all transfer students who matriculate as freshmen or sophomores.)

I.S. 155 Storytelling **1 hour**
A study of the practice and processes of storytelling and storytelling programs. Students prepare and present stories for coaching and counsel after observing experienced storytellers on video or in live performances. (Activity course: CR/NCR only.)

I.S. 201 World Hunger: The Quest for Survival **4 hours**
An examination of the problems of world food resources, production, and distribution. Special emphasis is on inequalities between the haves and the have-nots, the effects of malnourishment on human behavior and on social and political conditions, and alternative technological and political solutions to the problem. *Not open to Freshmen.*

I.S. 202 Energy: The World Crisis **4 hours**
An analysis of energy resources and needs of the modern world in historical and geographical context. Psychological, social, and political ramifications are examined and alternative solutions to energy problems are evaluated. *Not open to Freshmen.*

I.S. 203 International Terrorism **4 hours**
A study of the origins, nature, cost, containment, and prevention of terrorism, violence, and revolution in today's world, focusing in particular on the reasons why many nations and peoples outside the ruling classes of the major developed nations turn to violence. *Not open to Freshmen.*

I.S. 204 Our Sexuality: A Global Perspective**4 hours**

An examination of issues concerning sexuality and sexual functioning around the world. Considered are the following topics: biological, psychological, and sociological aspects of sexuality; the development of sex roles; sexual myths; sexuality and religion; birth control; changing sex roles in today's world.

I.S. 210 The Origins of Life**4 hours**

An exploration of answers to the question, "What is the probability that we, as humans, will encounter other life forms in the universe?" Emphasis is on the physical conditions necessary for the origin of life forms in the universe, particularly with respect to the origin of life on Earth. The history of ideas and concepts related to this question and a review of current theories and experimental work in this area are covered. The economic, philosophical, and attitudinal impact of this question on today's society is examined. This course is designed for those majoring in the Social Sciences and the Humanities, although it may be taken by those majoring in the Sciences. Appropriate laboratory experiences and demonstrations will be an integral part of the course. *Not open to Freshmen.*

I.S. 251 Origins of Western Thought I: The Ancient World**4 hours**

An examination of ideal behavior as it emerges from and influences political, religious, scientific, philosophical, artistic, social and economic activity, and thought from early Greece to the fall of Rome. *Not open to Freshmen.*

**I.S. 252 Origins of Western Thought II:
The Medieval and Renaissance World****4 hours**

An examination of ideal behavior as it emerges from and influences political, religious, scientific, philosophical, artistic, social and economic activity, and thought in the Middle Ages and Renaissance. *Not open to Freshmen.*

I.S. 301-302 Heuristics**2 hours**

Investigation and discovery of methodologies of problem-solving within a broad spectrum of academic disciplines and pragmatic pursuits. *Open to juniors and seniors only. Prerequisite: permission of instructor.*

I.S. 487-488 Independent Study**2 or 4 hours****I.S. 490 Senior Project****4-8 hours**

Mathematics and Computer Science

Aims

To provide the students with knowledge of the foundations of mathematics and computer science; to provide tools to assist the study of other disciplines; to prepare students for careers in education, in business, and in scientific and technical fields; to prepare students for further study and research.

The department offers majors in mathematics and in computer science.

Requirements for Major in Mathematics

The student is required to take the following 24 hours in the department: Math. 201, 202, 203, 354, 400, 403, 477; plus a senior project.

In addition, each student must complete one of the following tracks.

Mathematics: C.S. 142 or 151; twelve hours from the following: Math. 341, 383, 384, 390, 402, 435.

Mathematics-Economics: Math. 231, 281, 282; Acct. 211; Econ. 200, 301, 302; C.S. 142 or 144.

Mathematics-Physics: Math. 341; Phys. 201, 202, 251 or 261, 300; C.S. 142 or 151.

Mathematics-Computer Science: C.S. 151, 152, 275, 403; Math. or C.S. 210.

Mathematics-Actuarial Science: Math. 231, 341, 383, 384, 390, 425; C.S. 142 or 151.

Mathematics Education: Math 103 or secondary school equivalent, 104 or secondary school equivalent, 250, 281, 326, 383, 403, 480; C.S. 140 or 151, 482; Ed. 345. To be recommended for certification the student must also complete the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *The following courses are prerequisite to student teaching: Math. 250, 480; Ed. 345.*

Requirements for Minor in Mathematics

Math. 201, 202, 203, 354, plus four hours from Math. 210, 281, 326, 341, 383, 400, 402, 403, 430, 435. (*C.S. 142 or 151 is a prerequisite for Math. 383.*)

Requirements for Major in Computer Science

Two plans for majoring in Computer Science are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree.

The Bachelor of Arts plan is designed for those students seeking a career in computer science in a business environment.

The Bachelor of Science plan is designed for students seeking a career in computer science in a scientific lab or in a software development firm.

Requirements for the Bachelor of Arts Degree

The Bachelor of Arts degree requires C.S. 144, 151, 152, 275, 380, 480, 490; Math. 201, 281; Acct. 210 or 220, 211, 212; Econ. 312; Eng. 209. Strongly recommended are C.S. 280, 478; Econ. 200, 280; Acct. 425. Other recommended courses include Comm. 206, 301, 302; G.S. 210; Phil. 124. Beginning students are expected to complete C.S. 151 and Math. 201 during the first semester.

Requirements for the Bachelor of Science Degree

The Bachelor of Science degree requires C.S. 151, 152, 222, 275, 280, 330, 370, 380, 480, 490; Math. 201, 202, 354, 383; Phys. 201, 202. Strongly recommended are C.S. 430, 478. Beginning students are expected to complete C.S. 201 and Math. 201 during the first semester.

Requirements for Minor in Computer Science

C.S. 151, 152, 275, 330, 380.

Mathematics

Math. 101 Mathematics for the Liberal Arts Student

4 hours

An introduction for the non-science major to the spirit and flavor of mathematics. Stresses fundamental concepts with the aim of clarifying the importance of mathematics in relation to other branches of knowledge. Topics that may be covered include sets, logic, the number concept, history of mathematics, the nature and use of geometry, computers, computer programming, and logical puzzles.

Math. 103 College Algebra

4 hours

The course prepares the student to take Calculus I and examines sets and operations on sets, numbers systems, solutions to equations, inequalities, functions and graphing, conic sections, synthetic division and the remainder theorem, exponential and logarithm functions, computation with common logarithms. (May not be taken if credit has been earned for Math. 201.)

Math. 104 Trigonometry

2 hours

A study of radian measure, trigonometric functions and their graphs, fundamental identities, conditional trigonometric equations, inverse trigonometric functions, vectors, complex numbers, trigonometric form of complex numbers, and DeMoivre's Theorem.

Math. 201 Calculus I

4 hours

A study of real number system, equations of a line, study of the circle and parabola, functions, limits, and continuity, as well as techniques of differentiation and integration applied to maximum and minimum problems and to related rates. *Prerequisite: 3½ years of high school math, Math. 103, or permission of the instructor.*

Math. 202 Calculus II

4 hours

An examination of the area between two curves, volumes of revolution, and applications. Integration and differentiation of transcendental functions. Methods of integration including integration by parts, partial fractions, and trigonometric substitution. L'Hopital rule, sequences, and series. *Prerequisite: Math. 201 or equivalent.*

Math. 203 Calculus III

4 hours

The calculus of functions of several variables and of vector valued functions. Topics include vector algebra, analytic geometry of three dimensions, partial differentiation and integration, repeated and multiple integrals, line and surface integrals, and theorems of vector calculus. *Prerequisite: Math. 202.*

Math. 210 Discrete Mathematical Structures

4 hours

The fundamental concepts of mathematics involved in computer science: Induction, elementary counting, combinations and permutations, recursions and recurrence relations, graphs and trees, sorting and searching, and Boolean algebra. (May be taken for credit as C.S. 210.) *Prerequisite: Math. 103 or equivalent.*

Math. 231 Quantitative Methods in Management

2 hours

This course deals with applications of matrix algebra to business and economics, including problems involving cost minimization and profit maximization. (The necessary matrix algebra will be developed in the course. Primarily designed for students who intend to pursue a career in business.) *Prerequisite: Math. 103 or equivalent.*

Math. 250 Mathematics for Early and Middle Childhood

4 hours

A course designed in content and teaching style for early and middle childhood pre-service teachers. The course will emphasize active student participation and a field placement component which will permit the students to develop materials and evaluation instruments as well as practice the teaching of mathematics concepts including the structure of the number systems, real number properties and the computation derived from them, problem solving strategies, and geometry and measurement. (Required for Middle Childhood.) *Prerequisite: permission of the instructor. Not open to Freshmen.*

- Math. 281 Statistical Methods I** 4 hours
An introduction to statistical analysis including frequency distribution and graphic presentation of data, measures of central tendency, relative positions in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, and analysis of variance. (Not open to students with credit for Math. 383.)
- Math. 282 Statistical Methods II** 2 hours
A study of multiple regression, correlation, non-parametric methods, time series, index numbers, and decision analysis. *Prerequisite: Math. 281 or equivalent.*
- Math. 326 Introduction to Modern Geometry** 4 hours
An introduction to Euclidean and non-Euclidean geometries and synthetic projective geometry, the concept of limit and infinity, geometrical constructions, and recent developments and theorems. *Prerequisites: Math. 201, 202, or permission of the instructor.*
- Math. 341 Differential Equations** 4 hours
A study of the methods of solution of ordinary and partial differential equations; applications of differential equations. *Prerequisite: Math. 202.*
- Math. 354 Linear Algebra** 4 hours
A study of geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces. *Prerequisite: Math. 202 or equivalent.*
- Math. 383 Probability & Statistics I** 4 hours
An introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, and analysis of variance. *Prerequisite: Math. 202 or permission of the instructor.*
- Math. 384 Probability & Statistics II** 2 hours
The application of the concepts of probability to statistical procedures such as sampling estimations, tests of hypothesis, regression theory, and Bayesian methods. *Prerequisite: Math. 383.*
- Math. 390 Numerical Analysis** 4 hours
A study of numerical methods in evaluating integrals and differential equations, techniques in finding the roots of polynomials, solving systems of linear equations and matrix manipulation. *Prerequisites: Math. 202 or equivalent; and C.S. 142 or 151. (May be taken for credit as C.S. 390.)*
- Math. 400 Modern Abstract Algebra** 4 hours
A study of groups, rings, integral domains, fields, and vector spaces. *Prerequisite: Math. 202 or equivalent.*
- Math. 402 Applied Mathematics** 4 hours
A study of the implicit function theorems, vector analysis, Fourier Series, and complex variables.
- Math. 403 Topology and Real Analysis** 4 hours
A study of sets and functions, the topology of the real line, metric spaces, convergence, completeness, continuity, topological spaces, compactness, and connectedness; differentiation and integration of functions defined on sets. *Prerequisite: Math. 203 or equivalent.*
- Math. 425 Mathematical Theory of Interest and Insurance** 4 hours
A study of measurement of interest including accumulated and present value factors, annuities certain, amortization schedules and sinking funds, bonds and related securities. Additional topics include applications of contingency mathematics in the areas of life and health insurance, and risk theory as it is applied to insurance. *Prerequisite: Math. 202 or equivalent.*
- Math. 430 History of Mathematics** 2 hours
An exploration of the origins and development of mathematics; philosophy of mathematical sciences. Mathematical theories and techniques of each period and their historical evolution will be examined.

Math. 435 Foundations of Mathematics **2 hours**

This course gives a mathematical treatment of the basic ideas and results of logic and set theory. Propositional and first-order logic will be introduced as a basis for understanding the nature of mathematical constructions and proofs. Its methods will be applied to develop Zermelo Fraenkel's axiomatic set theory. *Prerequisite: Math 103 or equivalent.*

Math. 477 Mathematics Seminar **2 hours**

A study of topics in mathematics. (Open only to junior and seniors.)

Math. 480 Methods and Materials in Teaching Mathematics **2 hours**

A study of the approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. (May be taken for credit as Ed. 480.)

Math. 487-488 Independent Study **2 or 4 hours**

Math. 490 Senior Project **2-8 hours.**

Computer Science

C.S. 140-150 Programming **2-4 hours each**

The following courses provide an introduction to computers by programming in a high level language. The emphasis is programming real-life problems using efficient coding techniques. These courses are for students who want to use the computer as a problem-solving tool or who want to write programs for operating systems, compilers, or artificial intelligence.

C.S. 140 Programming in BASIC **2 hours**

This course is directed toward the non-science student. Not recommended for students who have successfully completed any other computer language course.

C.S. 142 Programming in FORTRAN **2 hours**

The programming assignments in this course will involve applications to science problems.

C.S. 144 Programming in COBOL **4 hours**

The programming assignments in this course will involve applications to business problems.

C.S. 146 Programming in LISP **2 hours**

The programming assignments in this course will be related to problems in the area of artificial intelligence.

C.S. 147 Programming in C **2 hours**

The programming assignments in this course will be related to the design of an operating system.

C.S. 148 Programming in PROLOG **2 hours**

The programming assignments in this course will be related to problems in the area of artificial intelligence.

C.S. 150 Programming for Science Applications **4 hours**

This course will teach methods of structured programming and will use both FORTRAN and PASCAL as computer languages. All programming will involve scientific applications.

Prerequisite: Permission of instructor.

C.S. 151 Computer Science I **4 hours**

An emphasis on techniques of algorithmic design, structured programming, and debugging. This beginning course for computer science majors may also be taken by others who wish to learn PASCAL.

- C.S. 152 Computer Science II** **4 hours**
 An introduction to advanced features of PASCAL including user-defined data structures. The programming assignments will involve the techniques of searching, sorting, and recursion. *Prerequisite: C.S. 151 or equivalent.*
- C.S. 200 Computer Applications in the Social Sciences** **2 hours**
 A study of computer techniques applied to social and behavioral sciences. Topics include language selection, matrix manipulation, basic statistics, econometrics, and profit and analysis packages.
- C.S. 210 Discrete Mathematical Structures** **4 hours**
 The fundamental concepts of mathematics involved in computer science: induction, elementary counting, combinations and permutations, recursions and recurrence relations, graphs and trees, sorting and searching, and Boolean algebra. (May be taken for credit as Math. 210.) *Prerequisite: Math. 103 or equivalent.*
- C.S. 222 Digital Electronics** **4 hours**
 An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean Algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, readouts, shift registers, bi-directional bus structure, serial-parallel/parallel-serial data conversion, D to A and A to D conversion. (Three hours of lecture and two hours of lab each week. May be taken for credit as Phys. 222.) *Prerequisite: Math. 103 or equivalent or permission of the head of the department.*
- C.S. 275 Data Structures and Algorithms** **4 hours**
 A study of the theory of and advanced techniques for representation of data: linked-lists, trees, graphs; analysis of algorithms; sorting, searching, and hashing techniques. *Prerequisite: C.S. 152 or equivalent.*
- C.S. 280 Assembly Language** **4 hours**
 A study of assembly language programming methods. Topics include computer organization, assembly process, assembly coding, addressing, binary arithmetic, storage allocation, character and bit manipulation, and debugging techniques. *Prerequisite: C.S. 152 or equivalent.*
- C.S. 290 Data Structures** **4 hours**
 A study of basic concepts and their representation, including linear lists, strings and string processing, algorithms, and arrays, storage allocation and representation of arrays, storage systems and structure, and storage allocation and collection. *Prerequisite: C.S. 202.*
- C.S. 292 Artificial Intelligence** **2 hours**
 A course providing an introduction to the principles and programming methods of artificial intelligence. The fundamental issues involve logic and knowledge presentation, search, and learning. The programming language LISP will be introduced and used to manipulate symbolic data. *Prerequisite: Some familiarity with BASIC or PASCAL.*
- C.S. 330 Computer Organization** **4 hours**
 The application of Boolean algebra to combinational circuit design problems, organization of simplified computer components, adders, arithmetic and logical units, memory organization, architecture, and physical realization of computer systems. *Prerequisite: C.S. 152.*
- C.S. 370 Operating Systems** **4 hours**
 The study of batch processing systems, implementation techniques for parallel processing of input/output and interrupt handling, memory management, system accounting, interprocess communication and interfaces, and deadlocks. *Prerequisite: C.S. 280.*
- C.S. 380 Data Base Design** **4 hours**
 This course presents an in-depth study of the design and the implementation of a data base. Topics include architecture of a data base and the three approaches (relational, network, and hierarchical) to a data base. *Prerequisite: C.S. 275.*
- C.S. 390 Numerical Analysis** **4 hours**
 The study of numerical methods of evaluating integrals and differential equations. Techniques in finding the roots of polynomials and solving systems of linear equations and matrix manipulation. (May be taken for credit as Math. 390.) *Prerequisites: C.S. 142, 143, or 151 and Math. 201, 202.*

C.S. 400 Interactive Computer Graphics	4 hours
A study of graphics on the microcomputer using a graphics software package. <i>Prerequisite: One high level language other than BASIC.</i>	
C.S. 430 Computer Design	4 hours
Techniques of design and implementation of compilers, including lexical analysis, parsing (both L L an L R), syntax-directed translation and symbol table management. <i>Prerequisite: C.S. 275 or equivalent.</i>	
C.S. 460 Programming Language Structures	4 hours
A study of programming language constructs emphasizing the run-time behavior of programs. Topics include: formal grammars, parsing, information binding, data storage, global and local variables and parameters, string handling and list processing. <i>Prerequisite: C.S. 152 or equivalent.</i>	
C.S. 477 Seminar in Computer Science	2 hours
The study of topics in computer science. (Open to Juniors and Seniors only.)	
C.S. 482 Computers in Education	2 hours
A study of microcomputers and software available for classroom use. Methods for evaluating software will be discussed. Students will design classroom applications. <i>Prerequisite: Permission of Instructor.</i>	
C.S. 487-488 Independent Study	2 or 4 hours
C.S. 490 Senior Project	2-8 hours

Philosophy

Aims

To assist the student in discovering and developing sound bases for interpreting self and society through a careful examination of beliefs, actions, and claims to knowledge; to assist the student in becoming aware of the nature and status of philosophical problems, commitments, ideologies, and models that serve as the foundation of human life; and to provide the student who expects to pursue graduate studies in philosophy with a sound basis in the major areas of the field.

Requirements for Major

A major in Philosophy requires satisfactory completion of a minimum of 28 hours, including Phil. 100, 123, 124, 333, 334, 335, plus a Senior Project. The Senior Project is received and evaluated in the final semester of the student's academic program. Related requirements are I.S. 251, 252.

The student who is considering graduate work should be aware that many good graduate programs in philosophy require a reading knowledge of French and German.

Requirements for Minor

Phil. 100; either 123 or 124; four hours from Phil. 333, 334, 352, 353; four hours from Phil. 252, 254, 335, 355, 358.

Phil. 100 Introduction to Philosophy **4 hours**
This course is designed primarily to involve students in an introductory exploration into the range of problems with which philosophers wrestle. "Living issues" confront us in such vital areas as the nature of self, man, mind, values, knowing, freedom, and of philosophy, philosophic outlooks, and religious traditions.

Phil. 123 Basic Logic**4 hours**

A course designed to assist students in developing the ability to recognize the differences between emotional intensity and valid argument, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and to detect logical errors (fallacies) are important objectives of the course.

Phil. 124 Ethics: Personal and Social**4 hours**

An examination of various personal and social foundations upon which ethics or morals can be (and have been) built, such as pleasure, happiness, feeling, reason, obligation, usefulness, and relativism; significant moral problems in several areas of life and work; and basic criteria for moral decision-making.

Phil. 250-259 Special Topics in Philosophy**2 or 4 hours****Phil. 252 Philosophy of Mysticism****4 hours**

An examination of what is involved in the experience and claims of several mystical groups or representatives, from ancient to contemporary times. The course will emphasize trying to understand the basic claims that mystics make, assessing the kinds of certainty, truth, and insight claimed, and exploring the place of "the mystical" in human experience. (Offered in alternate years.)

Phil. 254 Contemporary Ethical Issues**4 hours**

An orientation to the relatively new attitude toward normative ethical issues; identification and examination of key normative concepts and principles (e.g., honesty, fidelity, loyalty, obligation, autonomy, dependence, paternalism, freedom, justice, self-respect and dignity, and rights) and problems that cut across several areas of social and professional life; and exploration of how these concepts and principles are involved in attempts to solve moral problems in the domains of social life and vocational life in, e.g., public policy, business, and mass communications. (Offered in alternate years.)

Phil. 333 A Topical History of Philosophy**4 hours**

A study of the highlights of philosophical development and change from ancient through contemporary times, focusing on the topics of Metaphysics, Epistemology, Ethics, Political Philosophy, Philosophy of Religion, Analytic Philosophy, Continental Philosophy, and, briefly, Eastern Philosophy. (Offered in alternate years.)

Phil. 334 Existential Philosophy**4 hours**

A study of the works of certain predecessors of existentialism, the influences of Kierkegaard and Nietzsche, and those themes and issues portrayed in selected works of Sartre, Camus, and others that may be taken as typical of that amorphous movement in the history of philosophy known as Existentialism. (Offered in alternate years.)

Phil. 335 Eastern Philosophies**4 hours**

A survey of the basic tenets and dominant features of Indian Philosophy and the basic teachings and characteristics of Buddhist and Chinese Philosophies. (Offered in alternate years.)

Phil. 350-359 Advanced Topics in Philosophy**2 or 4 hours****Phil. 352 Natural Philosophy****4 hours**

An examination of man's changing ideas about the universe. Emphasis is placed upon the role of science as a social institution contributing to these changing beliefs. (Offered in alternate years. May be taken for credit as G.S. 101.)

Phil. 353 History and Philosophy of Science**4 hours**

A study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (Offered in alternate years. May be taken for credit as G.S. 209.)

Phil. 355 Philosophy of Religion**2 or 4 hours**

An examination of the major aspects of religion from a philosophic perspective. Study will include the religious experience, the meaning and significance of faith, belief and criteria, knowledge, proof, evidence and certainty, concept of deity, and scope and impact of religion in human life. (Offered in alternate years.)

Phil. 358 Aesthetics, The Arts, and Philosophy**2 or 4 hours**

An examination of the nature of aesthetic experience and its relation to other kinds of experience, as well as its place in art production, appreciation and creativity; the notion of "a work of art"; language used in description, interpretation, and evaluation of art; and different interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to "the Arts." (Offered in alternate years.)

Phil. 477-478 Senior Seminar**2 hours**

This seminar seldom consists of a general review of all areas of philosophy; the topic or particular area of study is chosen as a result of student and faculty conferences. Student ability, interest, and need are important factors. *Prerequisite: permission of the head of the department.*

Phil. 487-488 Independent Study**2 or 4 hours****Phil. 490 Senior Project****2-8 hours**

Physical Education

Aims

The department of Physical Education offers three tracks, each having two options: Teaching (5-8 or K-12), Sports Communication (Journalism or Broadcasting), and Sports Administration (Sports Services or Sports Management). The curriculum integrates sports and exercise science with education, economics and business, and communications. Emphasis is on developing knowledge and comprehension of the history, philosophy, and current theories in these academic disciplines. Development of the cognitive skills of analysis, synthesis, and evaluation are stressed. Internships provide opportunities for application at a professional level. The curriculum serves as preparation for work utilizing psychomotor skills relating to education, business, communications, and graduate study.

Requirements for Major

All majors in the department are required to complete the following courses: Bio. 100, P.E. 167, 243, 244, 326, 327, and a senior project.

In addition, each student must complete one of the following tracks.

Teacher Certification Track: P.E. 101, 110, 230, 231, 325, 333, 480, 481; Sp. Ed. 205; and FA 225.

K-12 Option: P.E. 210, 331, 337, 440.

5-8 Option: Students must choose a second teaching field from Mathematics, Language Arts, Social Studies, General Science, French, German, or Spanish.

To be recommended for certification, the student must also complete the courses in the Professional Education sequence described in the listing of the Education Department. *The following Physical Education courses are prerequisite to student teaching: P.E. 230, 231, 325, 480, 481.*

Sports Communication Track: 2 hours from P.E. 306, 307, or 308; 337, 340, 355, 440, 470; Comm. 201, 301 or 302, 304.

Journalism Option: Comm. 203, 295, 309; Eng. 100, 209 are recommended.

Broadcasting Option: Comm. 206, 261, 271, 310, 355 are recommended.

Sports Administration Track: P.E. 337, 471; Econ. 200, 210, 280, 287; Acct. 211; Math. 231, 281, 282.

Sports Services Option: P.E. 110, 333, 339.

Sports Management Option: P.E. 440; Econ. 290; Comm. 301.

P.E. 100-165 Physical Education Performance Courses **1 hour each**

These courses examine skills in performances; knowledge of strategies, rules, equipment, and methods; participation in forms of sport. (Activity course: CR/NCR only. Exception: P.E. 101 and 110 must be taken for a letter grade by students pursuing the Physical Education major.)

P.E. 101 Gymnastics

P.E. 103 Basic Aquatics

P.E. 110 Advanced Aquatics I (Lifeguarding)

P.E. 135 Tennis - Badminton

P.E. 139 Physical Fitness

P.E. 150 Varsity Baseball

P.E. 151 Varsity Basketball (M)

P.E. 152 Varsity Basketball (W)

P.E. 153 Varsity Cross Country (M&W)

P.E. 155 Varsity Football

P.E. 156 Varsity Golf

P.E. 157 Varsity Soccer (M)

P.E. 158 Varsity Swimming (M&W)

P.E. 161 Varsity Track (M&W)

P.E. 162 Varsity Volleyball

P.E. 163 Varsity Softball

P.E. 164 Varsity Soccer (W)

P.E. 167 Introduction to Mammalian Anatomy and Physiology **4 hours**

The study of mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body; lab study of the anatomy of the cat; human physiology. (Not open to students majoring in Biology. May be taken for credit as Bio. 167.)

P.E. 200 Wellness: An Orientation to Healthful Lifestyles **4 hours**

An examination of global lifestyle issues as they relate to the individual interacting in the community.

P.E. 210 Advanced Aquatics II (WSI) **1 hour**

This course emphasizes swimming skills leading to Water Safety Instructor's certification. (Activity course: CR/NCR only. Exception: must be taken for a letter grade by students pursuing the Physical Education major.)

P.E. 226 First Aid as Related to the Principles of Biology **2 hours**

This course emphasizes the biological principles in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructor's certificates will be presented as an option at the end of the course. (May be taken for credit as Bio. 105.)

P.E. 230 Lab Analysis: Team **2 hours**

This course emphasizes skill development and analysis and cognitive acquisition of rules, equipment, strategies, and methods. Sports covered include soccer, volleyball, field hockey, football, basketball, and softball.

P.E. 231 Lab Analysis: Individual **2 hours**

This course emphasizes skill development and analysis and cognitive acquisition of rules, equipment, strategies, and methods. Sports covered include archery, badminton, dance, golf, tennis, track and field, and gymnastics.

P.E. 243 Socio-Psychological Perspective of Physical Activity **4 hours**

A consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustment and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered. (May be taken for credit as Psych. 243.)

P.E. 244 Philosophical-Historical Perspective of Physical Activity **4 hours**

A philosophical inquiry into physical education. Consideration is given to a general philosophical interpretation of the nature and purpose of physical education and review of the historical and philosophical changes in American education with emphasis on the developing roles of professional physical education.

P.E. 281 The Games of Empire: A History of Sports in Britain and the Commonwealth **2 hours**

A course tracing the social development of the modern games of football (soccer), rugby, and cricket and their Commonwealth off-shoots: Gaelic football, and Australian rules football, with comparisons to American soccer, football, and baseball. (May be taken for credit as Hist. 281 or Soc. Sci. 281.)

P.E. 300-308 Clinics **2 hours each**

These courses prepare students to teach or officiate particular sports within the school environment. Emphasis is on the philosophies, theories, rules, and strategies of competitive athletics.

P.E. 301 Coaching of Football/Basketball

P.E. 302 Coaching of Baseball/Softball/Volleyball

P.E. 303 Coaching Soccer/Swimming

P.E. 304 Coaching of Cross Country/Track and Field

P.E. 306 Officiating Football/Basketball

P.E. 307 Officiating Baseball/Softball/Volleyball

P.E. 308 Officiating Soccer/Swimming/Track and Field/Cross Country

P.E. 309 Intramural Sports **2 hours**

A study of the organization, administration, and objectives of the intramural athletic programs.

P.E. 325 Health Education for Children **2 hours**

An examination of the methods and activities appropriate for teaching health in elementary schools.

P.E. 326 Kinesiology **2 hours**

An examination of anatomy and mechanics as applied in the study of the human body during physical exercise, with special emphasis on the analysis of motion in specific sports skills and exercise patterns. *Prerequisite: Bio. 167.*

P.E. 327 Physiology of Muscular Activity **2 hours**

An examination of anatomy and physiology as applied in the study of the human body during physical exercise, with special emphasis on the application of physiological variables in specific sports skills and exercise patterns. *Prerequisite: Bio 167.*

P.E. 331 Motor Development **2 hours**

An examination of the current theories of motor development and their relationship to the teaching and learning of physical skills. *Prerequisite: Ed. 201.*

P.E. 333 Adapted and Therapeutic Physical Activities **2 hours**

An examination of motor development characteristics of physically handicapped students in school and non-school settings.

P.E. 337 Organization and Administration of Physical Activities **4 hours**

The underlying philosophy for the organization, structure, administrative policies and procedures, legal aspects, and facility management of physical activity programs.

P.E. 339 Camping **2 hours**

The history and philosophy of camping; knowledge and application of the principles and techniques of camping and camp counseling. An overnight field experience is required. *Laboratory fee: \$30.*

P.E. 340 Prevention and Care of Injuries **2 hours**

An examination of common hazards of play and athletics, and preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination. *Prerequisite: P.E. 226 or permission of the instructor. Laboratory fee: \$30.*

P.E. 341 Advanced Athletic Training	4 hours
Major emphasis is placed on those skills needed by personnel involved in the field of sports medicine. Orthopedic evaluations of injuries, treatment of crisis situations, and study of conditioning and rehabilitation programs will be covered. <i>Prerequisites: P.E. 167, 326, 327, 340. Laboratory fee: \$30.</i>	
P.E. 355 Coaching Sport	2 hours
An examination of the basic philosophy and principles of athletics as integral parts of physical education and general education. State, local, and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations; personal standards and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchasing, and facilities.	
P.E. 430 Movement Analysis	2 hours
A study of the methods and procedures to analyze and remediate fundamental movement patterns. <i>Prerequisite: P.E. 167, 326.</i>	
P.E. 440 Issues in Physical Activities	2 hours
An examination of the current ethical, philosophical, and practical problems facing professionals in the area of physical activities.	
P.E. 470 Internship in Sports Communications	2 hours
Professionally supervised experience with an off-campus sports communication agency. <i>Prerequisites: minimum 160 hours required with two on-campus media experiences and a professional observation.</i>	
P.E. 471 Internship in Sports Administration	2 hours
Professionally supervised experience with an off-campus sports administration agency. <i>Prerequisites: minimum 160 hours with two on-campus sports administration experiences and a professional observation.</i>	
P.E. 480 Methods and Materials in Teaching Physical Education in Secondary Schools	2 hours
Methods and activities appropriate for teaching physical education in secondary schools.	
P.E. 481 Methods and Materials in Teaching Physical Education in Elementary Schools	2 hours
Methods and activities appropriate for teaching physical education in elementary schools.	
P.E. 487-488 Independent Study	2 or 4 hours
P.E. 490 Senior Project	2-8 hours

Physics

Aims

To introduce students to the current body of knowledge expressing the physicist's concepts of the universe and its physical laws; to provide courses serving the needs of liberal arts students who are concentrating in physics or are interested in the physical and life sciences, medicine, optometry, therapy, engineering, or teaching. Students may choose from a variety of courses to satisfy a distribution requirement, to attain enough competence for a future career in a related field, or to attain sufficient breadth and depth to pursue an advanced degree in physics.

Requirements for Major

A minimum of 42 hours in the department, including Phys. 201, 202, 221, 222, 251, 261, 300, either 305 or 306, 307, 308, 318, 401, either 402 or 404, plus a Senior Project. Those

students expecting to do graduate work are urged to take both 305 and 306.

Combined plans with Case Western Reserve University, Columbia University, a dual-degree program with Georgia Institute of Technology, and a Three-Two Plan with Washington University are available to students interested in various engineering or industrial management degrees.

Students interested in careers in engineering, industrial management, mathematical modeling, etc., which might require a background in physics, mathematics, economics, or chemistry, are encouraged to speak to the appropriate department head and the director of the dual-degree engineering program, or to the Director of Interdisciplinary Studies if they wish to design an interdisciplinary program of study more suited to their career goals than a traditional departmental program.

Requirements for Minors

Experimental Physics: Phys. 201, 202, 221, 222. (*Math. 201 is a prerequisite for, or to be taken concurrently with, Phys. 201.*)

Theoretical Physics: Phys. 201, 202, plus eight hours from 251, 261, 300. (*Math. 201 is a prerequisite for, or to be taken concurrently with, Phys. 201.*)

Requirements for Teaching Certification

Only Physics majors who have completed the following courses will be recommended for state certification to teach Physics in the secondary schools: Phys. 201, 202, 221, 251, 261, 300, 305 or 306, 318, 480; the courses in the professional education sequence described in the listing of the Education Department (the minor in Secondary Education). *Phys. 480 is prerequisite to student teaching.*

Phys. 100 Everyday Physics

4 hours

This course is designed for non-science students. A study from non-technical, non-mathematical viewpoints of the aims, methods (experimental and theoretical), and achievements in the attempts to understand the basic principles governing the physical world. The course begins with commonplace observations and concrete examples and then proceeds to generalizations and hypotheses that unify these observations.

Phys. 201-202 General Physics I & II

4 hours each

First Semester: mechanics, heat, and wave phenomena. Second Semester: electricity and magnetism, light and selected topics in atomic and nuclear physics. Specifically intended for science, engineering, and other students who have had or are concurrently taking calculus. (Three hours of lecture and three hours of lab each week.)

Phys. 221 Introductory Electronics

4 hours

An introduction to electrical and electronic circuits and their elements, with an emphasis on applications. *Prerequisite: Phys. 201-202, or permission of the head of the department.*

Phys. 222 Digital Electronics

4 hours

An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean Algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, readouts, shift registers, bi-directional bus structure, serial-parallel/parallel-serial data conversion, and D to A and A to D conversion. (Three hours of lecture and two hours of lab each week. May be taken for credit as C.S. 222.) *Prerequisite: Math. 103 or equivalent or permission of the head of the department.*

Phys. 251 Mechanics

4 hours

A study of particle mechanics, central force motions, motions of rigid bodies, free, forced and coupled oscillations, rotations about an axis, moving coordinates systems, conservation theorems, Lagrange's equations, relativistic mechanics, mechanics of continuous media, and theory of small vibration. *Prerequisite: Phys. 201-202.*

- Phys. 261 Electricity and Magnetism** 4 hours
A study of electrostatics, magnetostatics, scalar and vector fields, Poynting's vector, electrodynamics, Maxwell's equations, boundary conditions, and wave propagation. *Prerequisite:* Phys. 201-202.
- Phys. 300 Modern Physics** 4 hours
A presentation, based on mathematical and physical reasoning, of the foundations of modern physics. Treats the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schroedinger equation. (Intended for chemistry, mathematics, physics, or pre-engineering majors.) *Prerequisite:* Phys. 201-202 or permission of the head of the department.
- Phys. 305 Geometric Optics** 2 hours
The study of light from a non-wave theory standpoint. This course includes the study of reflection, and optical instruments. *Prerequisite:* Phys. 201-202 or permission of the head of the department.
- Phys. 306 Physical Optics** 2 hours
Topics covered in this course include interference, dispersion, diffraction, polarization, electromagnetic nature of light, and quantum optics. *Prerequisite:* Phys. 201-202.
- Phys. 307 Heat and Thermodynamics** 2 hours
A study of macroscopic properties of matter from a thermodynamic point of view. Topics include equation of state, the first law of thermodynamics and its consequences, entropy and the second law of thermodynamics, thermodynamic potentials, and applications of thermodynamics to simple systems. *Prerequisite:* Phys. 201-202.
- Phys. 308 Statistical Thermodynamics** 2 hours
A study of how the microscopic properties of a system can be determined using the methods of kinetic energy and statistical mechanics to calculate the dependence of the macroscopic properties of a system on thermodynamic variables. The Bose-Einstein and Fermi-Dirac statistics are discussed and applied to different systems. *Prerequisite:* Phys. 307.
- Phys. 318 Advanced Physics Lab** 2 hours
Experiments concerning topics covered in Phys. 300 are emphasized.
- Phys. 401 Introduction to Quantum Mechanics** 4 hours
A continuation of the study of classical quantum mechanics begun in Phys. 300. Topics include the three-dimensional Schroedinger equation, selection rules, addition of angular momentum, fine structure in hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission. *Prerequisite:* Phys. 300 or permission of the head of the department.
- Phys. 402 Introduction to Solid State Physics** 2 hours
This course is concerned with the properties that result from the distribution of electrons in metals, semiconductors, and insulators. It examines how the elementary excitations and imperfections of real solids can be understood in terms of simple models. *Prerequisite:* Phys. 300 or permission of the head of the department.
- Phys. 404 Introduction to Nuclear and Particle Physics** 2 hours
An overview of different models of the nucleus, radioactivity, nuclear reactions, Alpha decay, Beta decay, and Gamma radiations. Fundamental particles and their interactions will also be discussed. *Prerequisite:* Phys. 300 or permission of the head of the department.
- Phys. 477 Seminar in Physics** 2 hours
A survey of physics for review and correlation of various fields within the discipline. *Prerequisite:* Permission of the head of the department.
- Phys. 480 Methods and Materials in Teaching Physical and Life Sciences** 4 hours
A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. (May be taken for credit as Ed. 480 or G.S. 480.) *Prerequisite:* 16 hours in one of the physical or life sciences or permission of the instructor.
- Phys. 487-488 Independent Study** 2 or 4 hours

Research problems in theoretical or experimental physics. Experimental physics is offered in such areas as vacuum systems, machine tool operation, electron systems, spectroscopy, electron microscopy, microwave propagation, nuclear radiation and computer science. Theoretical physics projects are unlimited in scope and are arranged through consultation with the student's faculty advisor.

Political Science

Aims

To provide for the study of American political structures, institutions and processes as they relate to domestic politics and government, to foreign policy and international relations, and to the making of public policy. To support the career objectives of students in public service (management, administration, and operations) and in the private sector (management, administration and operations).

Requirements for Major

Students are required to complete a minimum of 38 hours in the department exclusive of the Senior Project. All students will complete Pol. 225 and Pol. 478 plus at least 26 additional hours of classroom based courses and a 4-hour internship. Related requirements are Hist. 201-202. Cognate courses are recommended in History, Philosophy, Economics and Business, Sociology, Foreign Languages, Communications, Mathematics (especially statistics), Computer Science, and science.

Requirements for Minors

American Government and Politics: Pol. 225, 320, 321, 322, 339, either 300 or 227-228.

International Relations: Pol. 243, 328, 341; Econ. 200, 360.

Public Policy: Pol. 231, 232, 331, 332; Econ. 200, 301. (*Math. 201 and Math. 281 are prerequisites for Econ. 301.*)

Requirements for Teaching Certification

Only Political Science majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: Hist. 101, 201, 202, 225; Soc. 100; Econ. 200; G.S. 202 or Soc. Sci. 302; Pol. 225; I.S. 100; R.S. 100; Soc. Sci. 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *Soc. Sci. 480 is prerequisite to student teaching.*

Pol. 225 American Government

4 hours

An introduction to the formal and informal structures, institutions, and processes which comprise the American political system at the national level.

Pol. 227-228 Intergovernmental Relations

2 hours each

The courses cover US Constitutional provisions about federal-state-local governmental relationships and interrelationships and examine the development of the federal system. Major topics include fiscal federalism, the changes in the nature of federal-state relationships, joint programming, the grants-in-aid system, and current issues and proposals regarding federal and

state program responsibilities. The implications of federal decisions for states and local governments are included.

Pol. 231 The Politics of Public Policy **4 hours**

An examination of selected models and approaches to the study of public policy. While providing an overview of the policy process, the focus of attention is on how public issues are identified, defined, get on the public agenda, and how they get on (or are kept off) the official agenda. Selected case studies of public policy-making are analyzed.

Pol. 232 Public Policy Formation **4 hours**

The focus is on the development of proposed courses of action for dealing with public problems, an examination of the sources of policy proposals, the criteria used by officials in making choices, and the mobilization of support for the policy and program decisions. Special attention is paid to the role of the policy analyst and the ethical dimensions of policy-making and analysis.

Pol. 243 International Politics **4 hours**

An analysis of the factors involved in the relations among states, traditionally and in a global perspective. This analysis is applied to theoretical, historical, and current political and political-economic situations.

Pol. 288 The American Political Novel **2 hours**

An examination of the political life in the United States at the municipal, state, and federal level as reflected in a number of political novels since 1932. The course examines *Grapes of Wrath*, John Steinbeck; *It Can't Happen Here*, Sinclair Lewis; *All the King's Men*, Robert Penn Warren; *The Last Hurrah*, Edwin O'Connor; and *Advise and Consent*, Alan Drury, plus an additional book selected for each student. (May be taken for credit as Hist. 288.)

Pol. 300 Public Administration **4 hours**

An examination of the basic concerns of American public agencies, principally federal; problems of planning, organization, staffing and efficiency; problems of their proper place in the political arena; problems of relating democratic principles of administrative actions.

Pol. 311 Public Budgeting Process **4 hours**

This course examines the process and politics of budgeting in the federal government, with some attention to state and local budgeting problems. The role of the President and the executive branch in budgeting, congressional processes for budget approval, and the implementation of the budget are studied in depth. Recent budgeting systems used in the federal government are included, as well as examination of the importance of budgeting to overall program and policy development in government. Students critique an actual public budget as part of the course.

Pol. 320 Legislative Process **4 hours**

The course deals with the role of Congress in federal policy-making. The constitutional powers of Congress are examined, but the primary emphasis is on the influences on Congress and its organization for decision-making. The importance of constituents, the executive branch, political parties, colleagues, congressional committees, and the media are all included. Some attention is also given to state legislatures.

Pol. 321 Executive Leadership **4 hours**

This course focuses on the institutionalized presidency and the leadership role of the President. The constitutional powers, historical development, responsibilities, current powers and the problems of the presidency are examined. The roles of the President in policy-making are analyzed, especially the President's relationships with the White House Office, the Executive Office of the President, the Cabinet, Congress, the courts, the bureaucracy, and parties and interest groups are included.

Pol. 322 Judicial Behavior **4 hours**

The role of the courts in the political process and as policy-makers will be a focus of study. Various approaches to the understanding of the behavior of judges and legal system actors are examined. The influence of values, social background factors, professional socialization, small group dynamics, role perceptions, interest group interaction, and recruitment and selection processes on judicial and legal actor decision-making will be studied. The problems of the impact of and compliance with judicial decisions are examined.

Pol. 325 Political Economy **4 hours**

An examination of the links between the economy, polity, and policy. A particular focus is on the role of government in the allocation of goods, especially public goods. Basic socio-economic decision-making mechanisms will be critically analyzed, including the market, government,

hierarchy, and bargaining. A variety of political economic approaches will be examined including traditional economic, non-economic, and Marxist approaches.

Pol. 328 Comparative Government 4 hours

A survey of the major approaches to the study of political systems with attention to their similarities and differences. Focuses on such approaches as historical, ideological, structural, functional, whole systems, and political economic. Liberal democratic, communist, and Third World systems are examined in terms of the whole historical systems approach. Students undertake comparative case studies.

Pol. 331 Public Policy Implementation 4 hours

The analysis of the systemic, organizational, and personal factors influencing the behavior of those who have authority to carry out policy directives. In addition, the influence of intermediaries, administrative lobbies, issue networks, recipients-clients, the media, and policy evaluators on the implementation of public policy will be studied. Legal, bureaucratic, and personal imperatives affecting the composition and interaction of actors in relation to specific policies are examined.

Pol. 332 Public Policy Evaluation 4 hours

This course focuses on the ways in which public programs are evaluated. It examines who does the evaluation and the types of evaluation methods that may be used. Students critique and design policy evaluations as part of the course.

Pol. 339 American Political Parties and Interest Groups 4 hours

A study of major and minor political parties in the U.S. Attention is given to the history, structure, functions, tactics, and financing of political parties in a democratic system, as well as to the American electoral process and a brief look at foreign party systems. The role of interest or pressure groups in a democratic pluralist society is also given major attention. (Pol. 225 or Hist. 201-202 are recommended for background in the field.)

Pol. 341 U.S. Foreign Policy 4 hours

An examination of the assumptions and mechanics behind the making of US foreign policy since World War II. The material provides frameworks for analyzing and evaluating various interpretations of US national security and foreign policy, US national interests and commitments. Case studies in US foreign policy are analyzed.

Pol. 357 History of Political Philosophy 4 hours

A survey of the major literature in the evolution of political philosophy from the classical period to Karl Marx. A special effort is made to relate the principal concepts in political philosophy, such as justice, freedom, and equality, to contemporary politics.

Pol. 365 Constitutional Law 4 hours

The study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. Pol. 225 or Hist. 201-202 are recommended for background in the field. (May be taken for credit as Hist. 365.)

Pol. 470 Internship in Politics, Public Administration, and Public Policy 2-8 hours

A faculty supervised off-campus learning experience for a student concentrating in politics with an academic dimension involving off-campus work and a substantive research project. A faculty member must approve the internship experience and the projected academic research work prior to the student's beginning the internship experience. Off-campus work is jointly supervised by the faculty member and an approved off-campus mentor. The student is evaluated by the faculty supervisor who may take into consideration an evaluation of the student's performance by the off-campus mentor. In all cases an internship project must be submitted for evaluation by the student in order to complete successfully the requirements for the internship.

Pol. 478 Research Methods in Political Science 4 hours

A consideration of the scope and political science through an examination of approaches, models and methods utilized in research in the field. Attention is given to the scientific and quantitative dimensions of this research. Includes instruction, application, and experience in computer applications in political science and the preparation of a research design.

Pol. 487-488 Independent Study 2 or 4 hours

Pol. 490 Senior Project 2-6 hours

Begins first semester of the senior year.

Psychology

Aims

To assist the student in gaining a basic knowledge of psychology as the science of human behavior; to foster development of social awareness and social adjustment through an understanding of the fundamental similarities and differences among people; to encourage both original and critical thinking; and to give background preparation for professions which deal with individual and group behavior.

Requirements for Major

Two plans for majoring in Psychology are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree.

The Bachelor of Science plan is designed for students most interested in the scientific aspects of psychology, particularly for those who are considering graduate work in experimental or clinical psychology. Most Ph. D. programs in experimental or clinical psychology require the types of undergraduate courses included in the Bachelor of Science plan.

The Bachelor of Arts plan is flexible, and can be designed to meet the needs of students who wish to pursue masters-level education in a variety of fields, such as counseling, organizational psychology, and guidance, desire a broad undergraduate education and graduate education in areas outside of psychology, such as business, law, and education, or seek a broadly applicable undergraduate degree.

Requirements for the Bachelor of Science Degree

The Bachelor of Science degree requires a minimum of 30 hours in the department, including Psychology 100, 205, 206, 311, 312, 415, and 477, as well as a Senior Project. Six hours are also required in natural science. Two of these must be in a biology course stressing animal biology, physiology, or genetics. The remaining four hours may be in similar biology courses, physics, or chemistry (including Chem. 100).

Students planning on graduate school in psychology are also advised to take at least one course in calculus and to obtain some skills in computer use. It should also be kept in mind that most graduate schools require Ph. D. candidates to show a reading knowledge of one or two foreign languages, usually French, German, or Spanish.

Requirements for the Bachelor of Arts Degree

The Bachelor of Arts degree requires a minimum of 24 hours in the department, including Psych. 100, 205, 206, 415, and 477, plus a Senior Project. Depending upon the direction of the student's interests, the department sees as particularly useful and relevant courses in sociology, social work, philosophy, child and adolescent development, biology, and the history of scientific thought.

Requirements for Teaching Certification

Only Psychology majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: Hist. 101, 201, 202, 225; Soc. 100; Econ. 200; G.S. 202 or Soc. Sci. 302; Pol. 225; I.S. 100; R.S. 100; Psych. 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *Psych. 480 is prerequisite to student teaching.*

- Psych. 100 General Psychology** 4 hours
An introduction to the general field of psychology, including learning, motivation, sensation, perception, cognition, personality, abnormal behavior, testing, physiological psychology, and social psychology.
- Psych. 205 Quantitative Methods in Psychology** 4 hours
An introduction to the basic problems and techniques of measurement in psychology and to basic statistical techniques used in psychological research. This course also includes an introduction to designs for research and experimentation.
- Psych. 206 Research Methodology** 4 hours
An intermediate level examination of various types of research design, and important issues in design and statistical analysis. Students propose pilot research projects as an application of principles covered in the course. *Prerequisite: Psych. 205 or Math. 281.*
- Psych. 210 Psychology of Women** 4 hours
This course provides a critical survey of empirical and theoretical treatments of the female experience. The intellectual, motivational, biological, and cultural factors which influence women throughout the life cycle will be discussed.
- Psych. 224 Psychology of Personal Growth** 4 hours
This course is for students who wish to expand their self-awareness and explore choices available to them in significant areas of their lives. Topics include self-concept and self-esteem, relationships, communication, stress management, sex roles and sexuality, time management and goal-setting, career planning, and developing a meaningful philosophy of life. Students should be willing to share thoughts and feelings about significant topics in small-group discussions. *Not open to students who have taken Fr. Sem 111: Education of the Self.*
- Psych. 243 Socio-Psychological Perspective of Physical Activities** 4 hours
A consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustments and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered. (May be taken for credit as P.E. 243.)
- Psych. 287 Organizations and Human Behavior** 4 hours
A study of specific aspects of organization culture such as motivation, conflict, power, and leadership. Exercises and simulations are emphasized which focus on improving the effectiveness of organizations by strengthening human processes. (May be taken for credit as Econ. 287.)
- Psych. 311 Experimental Psychology I** 4 hours
This course gives students experience, at the intermediate level, with the research process within psychology. Students will engage in experimental work in the areas of perception, cognition, and social processes. Some familiarity with computers is desirable. *Prerequisites: Psych. 100, 205.*
- Psych. 312 Experimental Psychology II** 4 hours
A continuation of Psych. 311, covering the areas of learning, perceptual-motor skills, and motivation. *Prerequisites: Psych. 100, 205.*
- Psych. 315 Modification of Behavior** 2 hours
The course has two main aims: to help the student learn systematically to analyze behavior in terms of reinforcement principles and to help the student develop skills in the application of these principles to the modification of behavior in practical situations. Examples of the latter arise in the areas of behavior disorder, child-rearing, the work situation, and habit change.
- Psych. 324 Personality: Theory and Application** 4 hours
The course covers major theories of personality and principles of personal adjustment and growth, including development, motivation, dynamics, problems in group living and intellectual, emotional, and social adjustment. The course should be valuable to the potential doctor, nurse, social worker, child-care worker, teacher, or parent.

Psych. 325 Abnormal Psychology **4 hours**

The development, dynamics, social significance, and theoretical implications of deviant behavior. While the traditional psychiatric diagnostic categories are studied, there is a strong emphasis upon alternative approaches to the medical model of abnormality. The concepts of normality and abnormality in relation to cultural norms and stereotypes are examined in depth. The course should prove particularly useful to students planning on a career in the helping professions.

Psych. 326 Social Psychology **4 hours**

The aspects of social behavior and specific social issues are examined within the context of theory and experimental research. Topics include social factors in the development, cooperation and competition, aggression, racial and social-class differences in personality, motivation, language, attitudes and attitude change, authoritarianism and obedience, and interpersonal and group processes (affiliation, attraction, perception, conformity, and leadership).

Psych. 327 Seminar in Theories and Techniques of Psychotherapy and Counseling **4 hours**

The course provides the student with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included, which should be particularly useful to students interested in going on into one of the helping professions such as clinical psychology, psychiatry, social work, school psychology, counseling, or occupational therapy. *Prerequisites: Psych. 100 and 324 or 325 plus permission of the instructor.*

Psych. 410 Tests and Measurements **2 hours**

The study of a variety of assessment instruments for the purpose of educational evaluation placement, diagnosis, and intervention. Students administer formal tests and develop informal tests as a means of acquiring skills with standardized, norm-referenced, criteria-referenced, diagnostic, and achievement tests to provide appropriate educational programs for the learning disabled student. (May be taken for credit as Sp. Ed. 410.) *Prerequisite: Ed. 348.*

Psych. 415 Systematic Psychology **4 hours**

An examination of the systematic positions and theories that have been important in the history of psychology, as well as a brief review of the philosophical bases underlying these positions.

Psych. 477 Senior Seminar **2 hours**

An introduction to professional opportunities in psychology and related fields and an exploration of value and ethical consideration. Continued guidance on senior project and senior comprehensive examinations also is provided during the course.

Psych. 480 Methods and Materials in Teaching Psychology **4 hours**

A study of the methods and materials used in teaching psychology in the secondary school. The course has a systematic and experimental emphasis. (May be taken for credit as Ed. 480.) *Prerequisite: 16 hours of psychology.*

Psych. 487-488 Independent Study **2 or 4 hours**

Psych. 490 Senior Project **2-8 hours**

Aims

The Religious Studies program emphasizes the study of religion in the context of the broader concerns of the nature and meaning of human existence. Religion provides a perspective for reflecting on the world in which we live, the values we hold, and the way in which we express those values in word and deed. Thus, the program is designed to place the study of religion in terms of the question, "What does it mean to be a human being in this world?" Therefore, the program concentrates on teaching the student the primary ways to study religion in the modern world. As such, the Religious Studies major is intentionally interdisciplinary. It seeks to integrate the study of the origins and historical development of both Western and Eastern religious traditions, the various manifestations of religion (for example, sacred texts, myths, symbols, rituals, and institutions), and the variety of ways in which religion may be analyzed and interpreted.

Requirements for Major

Religious Studies requires a minimum of 30 hours in the department exclusive of R.S. 100 and the Senior Project. The following courses are required: R.S. 220, 240 or 243, 301, 311, 321, 322, 344. Also required are I.S. 251 and 252.

Requirements for Minor

R.S. 220 or 321, 240 or 243, 301 or 311, plus eight additional hours from Religious Studies exclusive of R.S. 100.

R.S. 100	Judaeo-Christian Heritage and Contemporary Living	4 hours
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A study of the Judaeo-Christian heritage with the aim of understanding how Biblical writers reflect on the basic human and social issues which continue to engage contemporary people. Study is done within a triple context: (1) the Biblical tradition; (2) the liberal arts tradition of Bethany College; (3) contemporary questions.

R.S. 220 Introduction to the Study of Religion 4 hours

An intellectual, historical, and comparative survey of the major interpretive approaches in religious studies. The methodological orientations of figures such as Rudolf Otto, Mircea Eliade, Joachim Wach, and others are discussed.

R.S. 221	World Religious	4 hours
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An introductory and comparative study of the role and meaning of religion throughout the world. Emphasis is placed on constructing a model for mapping and understanding different ways of being religious in Western religious traditions, Eastern religious traditions, and tribal religions.

R.S. 240	Japanese Religions	4 hours
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An introduction to the historical development of Japanese religion and culture through the study of its major spiritual expressions: Japanese shamanism and folk religion, Zen Buddhism, Confucianism, State Shinto, and the new religious movements of the modern period.

R.S. 243	Sacred Biography and Buddhism	4 hours
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A study of the basic teachings and practices of Buddhism through a close textual study of Theravada and Mahayana Buddhist scriptures. The focus of the course is on the life of the Buddha and various Buddhist spiritual figures.

R.S. 245	Ghosts, Monsters, and Demons in Japan and the West	4 hours
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A religious-historical study of stories about the strange, the uncanny, and the monstrous in a comparative analysis of Japanese and Western contexts.

- R.S. 260 Creation Mythology** **2 hours**
A comparative study of creation stories drawn from several distinct cultures, times, and places. Topics for discussion include the nature of creation mythology, the ways in which creation stories serve as models for present world order, and creation mythology in the modern world.
- R.S. 264 Justice, Law, and Religion** **2 hours**
An exploration of the "law codes" of several distinct religious traditions and the various views of justice found in these religious traditions. The course focuses on the relationship between law and religion.
- R.S. 301 The Pentateuch** **4 hours**
A study of the first five books of the Bible, emphasizing the central religious traditions of the Jewish faith: creation, patriarchs, exodus, Sinai, and wilderness. The course is an introduction to Israelite history, the development of religious practices in Israel, and a broad range of theological perspectives in ancient Israel.
- R.S. 303 Job** **2 hours**
An intensive study of the book of Job in the context of Ancient Near Eastern wisdom thought and subsequent retellings of the story of Job. Emphasis is on the theological issue of the suffering of the righteous and on the relationship between story and theology.
- R.S. 304 Mission and Message of the Prophets** **2 hours**
The critical and appreciative reading of selected writings of the classical prophets of ancient Israel (Amos, Hosea, Isaiah, Jeremiah, and Ezekiel). Emphasis is on the major ideas of the prophets and the relationship of these ideas to the issues facing both ancient and modern people.
- R.S. 311 Studies in the Gospels** **4 hours**
An introduction to methods for discerning the messages of the gospel writers; emphasizing the Gospel of Mark. *Prerequisites: R.S. 100 and permission of the instructor.*
- R.S. 312 Galatians and Romans** **2 hours**
A close and critical examination of the Biblical books of Galatians and Romans and an introduction to the life and ministry of Paul.
- R.S. 321 Myth, Symbol, and Ritual** **4 hours**
Drawing on the works of Victor Turner and Mircea Eliade, symbols and the ways in which they are expressed through myths and ritual actions are explored. Emphasis is on the ways in which myth, symbols, and rituals serve as fundamental means for structuring human existence in the context of the sacred.
- R.S. 322 Sociology of Religion** **4 hours**
A study of formal religion and its functional equivalents both in primitive and modern societies. the relationship between religion and other social institutions, and religion and social change. (May be taken for credit as Soc. 356.)
- R.S. 331 Sacred History and Religious Traditions** **4 hours**
An exploration of the distinct types of sacred history found in Islam, Judaism, Christianity, and Buddhism. The course focuses on images of human history and human fulfillment revealed in these religious traditions.
- R.S. 344 Tribal Religious** **2 hours**
A study of cosmological and ritual order in several tribal societies. Topics include the "primitive" as a category for the Western experience of the other, art and symbolism in religion, orientations in time and space, oral tradition, and millerarianism.
- R.S. 352 Islamic Civilization** **4 hours**
A study of the life and background of the prophet, the *Qur'an*, the development of Islamic thought, and the early Islamic empires.
- R.S. 353 Hellenistic Civilization** **4 hours**
An introduction to the Graeco-Roman Oriental world based on a survey of social and cultural developments from Alexander the Great to Julius Caesar. (May be taken for credit as Hist. 353.)

- R.S. 361 American Catholicism** **2 hours**
A descriptive study of contemporary American Catholicism and its roots. The course emphasizes such topics as modern Catholic worship, the crisis of authority, the "immigrant church," the church and political life, Catholic education, and the charismatic movement.
- R.S. 362 American Judaism** **2 hours**
A descriptive study of contemporary American Judaism and its roots. The course emphasizes the life-cycle customs of Judaism. Jewish holidays are studied in the context of Jewish history. The course seeks to develop a broader understanding of the modern Jewish community in the United States and is supported by a grant from the Jewish Chautauqua Society.
- R.S. 363 Alexander Campbell and His Reformation** **4 hours**
A study of the background, life, thought and historical contexts and outcomes of Alexander Campbell and his colleagues and successors. Special topics and interests will be covered according to the special interests and research of the instructor.
- R.S. 365 Pilgrimage and Religion** **2 hours**
A comparative exploration of pilgrimage as a ritual process in distinct religious traditions (both Western and Eastern). The student gains insight into the ways in which pilgrimage brings about spiritual transformation, a shift in worldview, and the creation of specific forms of community.
- R.S. 366 Dreams, Dreaming, and Religion** **2 hours**
A comparative study of Western and non-Western understandings of dreams as a mode of apprehending and transforming human experience. Topics include the study of dreams and ontology, dreams and the sacred, therapeutic applications of dreaming, and dream theory as a means of interpreting myth, symbol, and ritual.
- R.S. 367 Temples and Tradition** **4 hours**
A comparative study of the temple as a sacred space in the history of religions. Topics include the nature of sacred space, the temple as model of contemporary world order and as symbol of ultimate reality, and temple worship and pilgrimage as a means for religious transformation.
- R.S. 373 History of Early Christianity** **4 hours**
An examination of the origins and expansion of Christianity from the period of Augustus Caesar to Constantine. The problem of institutions, consolidation, varieties, division, and unification is explored in historical context.
- R.S. 487-488 Independent Study** **2 or 4 hours**
- R.S. 490 Senior Project** **2-8 hours**

Science Applications (Honors)

Aims

The Honors Program in Science Applications prepares students in the current theoretical and applied knowledge, skills, and techniques of applied sciences and engineering design; provides an engineering and scientific foundation for applied research through integrated studies in the physical and life sciences, mathematics, and computer science; produces a graduate with science and engineering preparation for graduate schools and corporate, industrial, and government research career options; achieves a combined technical and liberal arts education serving future career advancement in technological leadership roles.

Requirements for Major

Admission to this program is selective. All students in the program are required to complete a common base of 40 hours, including Chem. 101-102, Phys. 201-202, 222; C.S. 150 or 151, 152; Math. 201-202 and 341. In addition, all students must complete 8 hours of a common applied research and design component: S.A. 176, 276, 376, and 476; an internship (S.A. 470); the senior project (S.A. 490). S.A. 176, 276, 376, and 476 must be taken during the spring semester of the freshman, sophomore, junior, and senior year, respectively.

All students will also elect one of the following options: 1) For the degree in Science Applications, 24 hours of course work selected from the courses listed below, at least 12 of which must be chosen within a single area as listed. 2) For the degree in Chemistry, Mathematics, Computer Science, or Physics, 24 hours within the appropriate listing of courses for that field. (Biochemistry is part of the Science Applications degree program but is not a separate major.)

Chemistry 211-212, 322, 324, 326, 404, 414.

Mathematics 203, 344, 354, 383-384, 390, 401.

Computer Science 222, 280, 290, 330, 370, 380, 390; Math. 354, 383.

Physics 251, 261, 300, 305-306, 307-308, 318, 401, 402.

Biochemistry: Bio. 210, 290, 343, 425, 467; Chem. 211-212, 314.

S.A. 176 Introduction to Science

1 hour

Students in this course meet once a week during the semester to discuss current topics of interest in science and math. They learn how to prepare to hear an outside expert discuss research, how to find pertinent references in the literature, and how to ask questions in the seminar format. Students are required to attend presentations made on campus by outside speakers in sciences.

S.A. 276 Seminar and Literature Search

1 hour

Students in this course meet once a week during the semester. They attend and participate in seminars by outside experts and learn a systematic approach to searching the scientific literature appropriate to the area of emphasis. Electronic and "on line" methods are taught in addition to traditional methods of literature search.

S.A. 376 Preparing Research Proposals

1 hour

Students in this course meet once a week during the semester. They select topics for research proposals by reading and defending short research papers from the published literature or by further investigation of an outside speaker's topic. One of these proposals may be related to the internship. Research proposals are presented orally and defended.

S.A. 470 Internship in Science Applications

2 hours

A faculty supervised, off-campus industrial work experience, co-sponsored and coordinated with a participating industry. *Prerequisites: Junior standing and approval of the Director of the Honors Program in Science Applications.*

S.A. 476 Seminar and Project Report

1 hour

Students in this course meet once a week during the semester. They participate in the seminars by outside speakers, and each student presents an oral report on the summer internship and a preliminary oral report on his or her senior project.

S.A. 487-488 Independent Study

2 or 4 hours

S.A. 490 Senior Project

2-8 hours

Social Science

Social Science is a grouping of courses only. It is not a separate department. Students who participate in such programs as the American University Washington Semester and other similar off-campus programs may receive credit in this area.

Students majoring in History, Political Science, Economics, or Sociology who wish to be recommended for state certification in Social Studies must complete the following courses: Hist. 101, 201, 202, 225; Soc. 100 or 220; Eco. 200; G.S. 202 or Soc. Sci. 302; Pol. 225, 24 hours in their major field, the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education).

Soc. Sci. 202 Statistical Analysis with SPSS

1 hour

An introduction to the use of Statistical Package for the Social Sciences in the computer analysis of experimental data. (Activity course: CR/NCR only.) *Prerequisites:* Psych. 103, Math. 281, or permission of the instructor.

Soc. Sci. 280-289 British Commonwealth Studies

2 or 4 hours

Soc. Sci. 280 Australian and New Zealand Literature

2 hours

A course tracing English-language literature "down under" from 19th century British Victorian writing to the American-influenced literature of the 1970s, 1980s, and 1990s. Topics affecting this literature include: Colonialism, Vietnam, women, and Aboriginal and Maori cultures. Special emphasis will be placed on authors Katherine Mansfield, Kenneth Slessor, Patrick White, and Janet Frame. (May be taken for credit as Eng. 280.)

Soc. Sci. 281 The Games of Empire: A History of Sports in Britain and the Commonwealth

2 hours

A course tracing the social development of the modern games of football (soccer), rugby, and cricket and their Commonwealth off-shoots: Gaelic football, and Australian rules football, with comparisons to American soccer, football, and baseball. (May be taken for credit as Hist. 281 or P.E. 281.)

Soc. Sci. 302 World Geography

2 hours

The study of the physical, social, and political geographic factors of the world. Recent changes in Europe, Asia, and Africa are discussed.

Soc. Sci. 320 Cultural Backgrounds of British Literature

4 hours

A survey of British history from the Celtic times to the present. Major political developments such as the development of parliamentary government and the constitution are taken into account, but major emphasis is placed on extra-political matters such as the development of the English language, music, art, architecture, drama, the English church, education, and domestic life. Every effort is made to take advantage of the locale to visit museums, castles, cathedrals, universities, Parliament, theatres, and concert halls. Taught in Oxford, England.

Soc. Sci. 480 Methods and Materials in Teaching Social Studies

2 hours

An examination of the nature, objectives, and curricula of social studies in junior and senior high schools. Concepts and methods of approach are emphasized. Methods, techniques, teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills. (May be taken for credit as Ed. 480.)

Sociology and Social Work

Aims

To acquaint students with basic theories, research techniques, and applied practices in sociology, social work, and anthropology, and to prepare students for graduate study in these disciplines, or to enter professions in community service and other fields which require a knowledge of social relations.

Requirements for Major in Sociology

A minimum of 24 hours in Sociology, including Soc. 100, 301, 340, and 477, plus a Senior Project. Also required are Pol. 325 or 357. Soc. 100 or 220 is a prerequisite to Soc. 301, 309, 329, 353, 361, 470, and 477.

Requirements for Minor

Soc. 100, 340, plus eight additional hours from Sociology. (*Soc. 100 is a prerequisite for all courses in the minor.*)

Requirements for Teaching Certification

Only Sociology majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: Hist. 101, 201, 202, 225; Soc. 100; Econ. 200; G.S. 202 or Soc. Sci. 302; Pol. 225; I.S. 100; R.S. 100; Soc. Sci. 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described in the listing of the Education Department (Ed. 201 and the minor in Secondary Education). *Soc. Sci. 480 is prerequisite to student teaching.*

Soc. 100 Introduction to Sociology

4 hours

An introduction to basic concepts and perspectives of the study of society. Includes analysis of principal institution and social processes.

Soc. 205 Social Problems

4 hours

The analysis of fundamental and continuing problems and dilemmas, such as crime and delinquency, racial and ethnic relationships, health care and maintenance, employment, housing, poverty, and environmental issues.

Soc. 210 Race and Minority Concerns

2 hours

A survey of racial, cultural, ethnic, age, and sexual diversity with emphasis on the effects of prejudice and discrimination on minorities.

Soc. 220 Cultural Anthropology

4 hours

The examination of cultural variability, especially in terms of its influence on human behavior. Comparative analysis of cultural systems with an emphasis on contemporary non-Western societies.

Soc. 250 Urban Sociology

4 hours

A study of sociological aspects of the organization of American cities. Students explore the social, economic, and political aspects of urbanization, suburbanization, and rural-urban migration. Theoretical assumptions in urban sociology of the United States and non-western countries are examined, as well as aspects of urban planning and redevelopment.

- Soc. 256 Sociology of Developing Societies** **4 hours**
An exploration of elements of modernization and the process of technology. Cultural change, types of programs to induce change, and emergence and accommodation of institutions to change are examined. The changing population, family, community, and ideological structure are incorporated into the study.
- Soc. 300 Social Movements and Ideology** **2 hours**
An examination of the origins and development of religious, political, agrarian, and labor movements. Both historical and contemporary examples of revolutionary and reform movements are analyzed.
- Soc. 301 Sociological Theory** **4 hours**
An examination of social thought with primary emphasis upon the principal theorists from the 19th century to the present.
- Soc. 302 School and Society** **2 hours**
A study of the role of schools in a society, of the school as a formal and informal organization, and of the function of schooling. The course will utilize the methodologies of the disciplines of education, sociology, and other social sciences. Case studies and on-site observations combine with a variety of readings to provide a wide range of viewpoints for students to evaluate. (May be taken for credit as Ed. 302.)
- Soc. 309 Formal Organization** **4 hours**
Analysis of commercial, industrial, and public organizations and bureaucracies. Morale, subgroup conflict and cooperation, and the impact of social environment on organizational structure.
- Soc. 329 Population Study** **2 hours**
An introduction to demography. Theories and methods of studies concerning population size and composition. Trends of population change in the world and in the United States.
- Soc. 340 Research Methods and Statistics** **4 hours**
An introduction to the study and use of qualitative and quantitative methods. It includes both statistical and sociological analysis of social phenomena. The statistical study deals with numbers, frequencies, means, variance, regressions, multivariate analyses, and SPSS. The sociological study deals with the process of conducting social research, application of statistics, and computer technology. (May be taken for credit as S.W. 340.) *Prerequisite: Math. 281.*
- Soc. 351 Marriage and Family** **4 hours**
An examination of the structure and function of the family as a basic unit of social organization. Changing nature of marriage and the family in American society.
- Soc. 353 Social Stratification** **2 hours**
A study of forms of social stratification and differentiation. Study of class, prestige, and power as the bases of stratification. Theories of the cause of social stratification and social mobility.
- Soc. 356 Sociology of Religion** **4 hours**
A study of formal religion and its functional equivalents both in primitive and modern societies, the relationship between religion and other social institutions, and religion and social change. (May be taken for credit as R.S. 322.)
- Soc. 361 Deviance and Social Control** **4 hours**
A sociological examination of problems of deviance such as crime, mental illness, and sexual deviation. Institutions of correction and rehabilitation are examined.
- Soc. 470 Field Work** **2-8 hours**
A course open to students who are sufficiently advanced in their theoretical and methodological studies to undertake investigation of a practical or theoretical problem in a field setting. *Prerequisite: Permission of Department.*
- Soc. 477 Senior Seminar** **2 hours**
A consideration of conceptual and research problems in a seminar setting. Includes preparation for comprehensive examinations and senior projects.
- Soc. 487-488 Independent Study** **2 or 4 hours**
Studies may be planned as extensions of, or separate from, existing Department offerings.

Soc. 490 Senior Project

2-8 hours

A course open to students approaching the completion of their majors. Designed to help students evaluate their activities in sociology and to integrate their educational experiences.

Requirements for Major in Social Work

The goal of the social work program is to prepare the student for beginning social work practice. Students will accomplish this goal by completing the following courses: S.W. 120, 220, 310, 340, 350, 352, 470, and 477. In addition, students must complete the following: Bio. 100, 167; Psych. 100; Soc. 205, 210; a senior project in social work. Students will be advised to take selected perspective courses to complete the Social Work major. S.W. 120 is a prerequisite to all courses in Social Work except S.W. 125-159.

Students majoring in social work are expected to complete liberal arts required courses before they begin the professional study courses for the major. Social work courses must be taken in sequence and students may not take the field placement course without completing all required social work course offerings.

The Social Work program is accredited at the BSW level by the Council on Social Work Education.

S.W. 120 Introduction to Social Welfare and Social Work

2 hours

An examination of the origin and development of social welfare as an institution in the United States. Examination of the role of the social worker, and the place of the profession in society. Arranged field experience.

S.W. 125-150 Special Topics in Social Work

2 or 4 hours each

Seminars in this category take up special topics of mutual concern to faculty and students.

S.W. 125 Family and Child Welfare

2 hours

A comprehensive study of the principal child welfare services. It begins by defining child welfare, placing it as a field of practice within social work, and presents a scheme for the categorization of child welfare problems in terms of role theory. It provides a historical perspective on how and why welfare services developed to describe the current socioeconomic context in which they operate. Topics covered include adoption, child abuse and neglect, day care, foster care, and other child caring institutions.

S.W. 130 Alcohol Use & Abuse

2 hours

A presentation of alcohol education to those interested in better understanding the effects of alcohol on individuals, families, and the community at large. Topics for study include the use and misuse of alcohol throughout history, effects of alcohol on the human body, personal and societal costs of drinking, etiology of alcoholism, and considerations for special populations.

S.W. 135 Working With the Aged

2 hours

A study of the biological, psychological, social, economic, cultural, and spiritual factors of the aged in society. The course is overview for persons in the helping professions who want to work with older people individually or with members of families, groups, or organizations. Research efforts are presented that illuminate our present knowledge about various aspects of aging and about the heterogeneous elderly population in the United States.

S.W. 140 Appalachian Culture and Lifestyle

2 hours

A study of the cultural and lifestyle characteristics unique to the Appalachian region. Emphasis is placed on the aspects of rural community living and the societal impact on individuals based on economic, political, and geographical constraints.

S.W. 145 Women's Issues Across the Life Span

4 hours

An examination of the dilemmas facing women at various points throughout the life cycle. The study will include an exploration of the historical underpinnings of the women's movement, formation of female gender identity in childhood, followed by emphasis on adulthood, middle adulthood, and the later years of life.

S.W. 151-159**1 hour each**

These courses are Activity courses and may be taken on a CR/NCR basis only.

S.W. 151 Students Offering Support**S.W. 152 Self-Defense and Rape Prevention****S.W. 220 Social Welfare Policies and Services****4 hours**

The examination of the social political and economic context of social welfare policies and programs. Analysis of specific policy issues and their implications for professional social work practice.

S.W. 310 Human Behavior and the Social Environment**4 hours**

An exploration of the person as an individual with the continuing potential for growth and change. The developmental process of the individual across the life span is studied with an emphasis on interaction with the social environment. The bio-psycho-socio-cultural determinants of behavior are studied integrating knowledge of the person-in-his/her situation. *Prerequisites: Bio. 100, 167.*

S.W. 340 Research Methods and Statistics**4 hours**

An introduction to the study and use of qualitative and quantitative methods. It includes both statistical and sociological analysis of social phenomena. The statistical study deals with numbers, frequencies, means, variance, regressions, multivariate analyses and SPSS. The sociological study deals with the process of conducting social research, application of statistics, and computer technology. (May be taken for credit as Soc. 340.) *Prerequisites: Math. 281.*

S.W. 350 Social Work Practice I**4 hours**

The first course in knowledge, skill, and value development for generalist practice. Basic theories and concepts undergirding skills for professional social work practice. Study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection, and case recording are explored and practiced. Required field experience.

S.W. 352 Social Work Practice II**4 hours**

The second course in knowledge, skill, and value development for generalist practice. In-depth and advanced examination of the social work process. Problem solving and intervention strategies are studied in relation to prevention, maintenance, and rehabilitation. The skill of social work practice is explored in the context of current programs and practice methods. Required field experience.

S.W. 455 Social Work Practice III**4 hours**

The third course in knowledge, skill, and value development for generalist practice. Provides advanced professional knowledge which examines problems and issues of social work practice. The transitional role of the student moving from an undergraduate academic setting to the world of work and/or graduate study will be explored. Need for specific content not previously available to the student is arranged. Required field experience.

S.W. 470 Field Placement**12 hours**

An educationally directed internship experience in a social welfare agency or program as a social work practitioner. The field experience involves five full days each week during the fall semester of the senior year. The placement is designed to test and increase student practice skills with the goal of self direction and the appropriate use of supervision and consultation within the social work practice setting.

S.W. 487-488 Independent Study**2 or 4 hours**

Studies may be planned as extensions of, or separate from, existing Social Work offerings.

S.W. 490 Senior Project**2-8 hours**

Study is a directed research project in a specialized concentration of social work practice designed to allow the student to integrate both the field placement experience and academic knowledge.

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B.A., Bethany College; M.Div., Yale University; University of Buffalo; West Virginia University; Litt.D., Bethany College.

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Ph.D., Marburg University; Yale University.

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Bethany College; B.A., West Liberty State College; M.A., West Virginia University; Ph.D., University of Pittsburgh.

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B.A. Bethany College; M.A., Ph.D., Ohio State University; Columbia University.

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B.A., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, (England); University of Edinburgh; Oxford University; Litt.D., Bethany College.

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B.A., Bethany College; M.Div., Texas Christian University; Ph.D., Ohio State University.
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B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College.

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B.S., Bethany College; M.A., West Virginia University; Texas Christian University.

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B.A., University of Colorado; M.A., Ph.D., Ohio State University; Massachusetts Institute of Technology.

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B.A., American International College; M.A., University of Connecticut; West Virginia University; University of Chicago.

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B.A., Bethany College; M.A., Ed.D., Columbia University; University of Nebraska; Oxford University; Harvard University; West Virginia University.

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B.A., Bethany College; M.A., West Virginia University; Mississippi State University.

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B.A., Cornell University; M.A., St. John's University; New York University.

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B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.

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B.A., Bethany College; B.D., Yale University; Ph.D., Emory University.

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B.A., Upsala College; M.A., Ph.D., University of Pittsburgh; University of Paris.

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B.S., Sul Ross State University; Ph.D., Texas A. & M. University; Iowa State University; Ohio State University; Carnegie Mellon University.

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B.S. Alma College; M.A., Ph.D. Kent State University.

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B.A., Marshall University; M.S.W., West Virginia University; Ph.D., University of Pittsburgh; London School of Economics and Political Science. (*Sabbatical: Spring Semester*).

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B.A., M.A., Ph.D., Syracuse University.

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B.A. Ottawa University; M.A., Ph.D., University of Kansas.

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Cert.Ed., University of Bristol; Dip.P.E., University of Leeds; M.Ed., University of Bristol; M.Sc., University of Bradford; M.A., University of Lancaster, (all England).

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Zhejiang Normal University (China).

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B.F.A. Rochester Institute of Technology; M.S., State University College of Buffalo; M.F.A. West Virginia University.

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B.A., M.A., Ed.D., West Virginia University; The American University of Beirut.

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B.A., Wabash College; M.S., Ph.D., Louisiana State University.
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B.S., Lebanese University, Lebanon; M.S. (Physics), M.S. (Mathematics: Computer Science), Ph.D., Ohio University.

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B.A., University of Maryland; M.A., University of Georgia; Ed.D., West Virginia University; Ohio University.

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B.S., Manhattan College; M.S., Springfield College.

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B.A., Bethany College; M.A., Ph.D., West Virginia University.

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B.A., Alderson-Broadbent College; M.S.W., West Virginia University.

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B.S., Chubu Institute of Technology (Japan); M.S., (Mathematics: Electrical and Computer Engineering), M.S., (Mathematics: Computer Science), Ohio University.

JOHN C. KRUG, *Assistant Professor of Library Science; Director of the Library; Director of Academic Computing.* (1988).

B.A., M.L.S., Indiana State University; Ph.D., Southern Illinois University.

MARK A. KRAUSE, *Assistant Professor of Political Science.* (1988).

B.A., M.A., Ph.D., West Virginia University.

DONNA F. KEITH, *Assistant Professor of Education.* (1988).

B.S., Kent State University; M.S., University of Colorado; Ph.D., Syracuse University.

AHMAD KHALILI, *Assistant Professor of Sociology.* (1989).

B.A., Tehran School of Social Work (Iran); M.A., Ph.D., Michigan State University.

LANA HARTMAN LANDON, *Assistant Professor of English.* (1989).

B.Ph., Grand Valley State University; M.A., Ph.D., The University of Chicago.

MARK W. MACWILLIAMS, *Assistant Professor of Religious Studies.* (1989).

B.A., Syracuse University; M.A., Indiana University; Ph.D., University of Chicago.

KENNETH L. MORGAN, *Assistant Professor of Fine Arts.* (1989).

B.A., Bethany College; M.A., West Virginia University; Art Institute of Pittsburgh; North Carolina State University.

DOROTHY K. WAMSLEY, *Assistant Professor of Education.* (1989).

B.A., Ohio University; M.A., Ph.D., Ohio State University.

LUKE L. HARDT, *Assistant Professor of Fine Arts; Technical Director of the Bethany College Theatre.* (1989).

B.A., Bethany College; M.F.A., Temple University.

PATRICK J. SUTHERLAND, *Assistant Professor of Communications; General Manager of WVBC Radio.* (1989).

B.A. Marquette University; M.A., University of Florida.

JOCELYN SHEPPARD, *Assistant Professor of Library Science; Catalog Librarian* (1990).

B.A., University of Virginia; M.L.S., Ph.D., State University of New York at Buffalo.

JO-ELLEN ASBURY, *Assistant Professor of Psychology.* (1990).

B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Pittsburgh.

PIRI HALASZ, *Assistant Professor of Fine Arts.* (1990).

B.A., Barnard College; M.A., M.Phil., Ph.D., Columbia University.

DIRK SCHLINGMANN, *Assistant Professor of Mathematics*. (1990).
Diploma (Mathematics), University of Bonn (Germany); M.S., University of Illinois; Ph.D., Free University of Berlin.

RUSSELL CLOTHIER, *Assistant Professor of Physics*. (1991).
B.S., Ph.D., University of Missouri-Columbia.

RUBY JANE COOKE, *Assistant Professor of Chemistry*. (1991).
B.A., Carson-Newman College; Ph.D., Vanderbilt University.

RAYMOND R. FLETCHER, *Assistant Professor of Mathematics and Computer Science*. (1991.)
B.A., University of Maine; M.S., M.A., State University of New York at New Paltz; Ph.D., Emory University.

JON GORDON, *Assistant Professor of Communications*. (1991).
B.A., Hiram College; M.A., University of South Carolina; Ph.D., Ohio State University.

MARY-BESS HALFORD, *Assistant Professor of Library Science; Reference Librarian*. (1991).
M.L.S., Louisiana State University; B.A., Ph.D., Stirling University (Scotland).

STANFORD G. MUKASA, *Assistant Professor of Communications*. (1991).
Diploma (Journalism), University of Nairobi (Kenya); B.S., M.S., Ohio University; Ph.D., McGill University.

LINDA A. SELL, *Assistant Professor of Physical Education; Head Athletic Trainer*. (1991).
B.S., University of Vermont; M.A., Western Michigan University; Ed.D., Boston University.

Instructors

MICHAEL SCHMICH, *Instructor in Foreign Languages*. (1986).
Diploma, Pädagogische Hochschule, Heidelberg (Germany); M.A., West Virginia University.

THOMAS E. KELLY, *Instructor in Accounting*. (1987).
B.S., M.B.A., University of Steubenville.

DEBORAH P. KESSLER, *Instructor in Foreign Languages*. (1990).
B.A., Bloomsburg University; M.S., Middlebury College; Pennsylvania State University.

TRACY MAURER, *Instructor in Communications*. (1990).
B.S., M.S., Indiana State University.

CHRISTINA M. SAMPSON, *Instructor in Education*. (1990).
A.B., West Liberty State College; M.A., West Virginia University.

Professional Staff with Instructional Duties

BETH A. DAMEIER, *Associate Director of Financial Aid; Coordinator of Music Activities*. (1983).
B.A., B.M.E., Wartburg College; M.A., University of Iowa.

LISA CAMPANELLO-KOMARA, *Head Coach of Women's Basketball and Volleyball; Instructor in Physical Education*. (1985).
B.A., West Liberty State College; M.S., West Virginia University.

PATRICK A. CONDRON, *Catholic Chaplain; Lecturer in Religious Studies*. (1987).
M.Div., All Hallows College (Dublin); Notre Dame University.

JANICE L. FORSTY, *Assistant Athletic Director; Head Coach of Women's Soccer and Softball; Lecturer in Physical Education*. (1987).
B.S., Slippery Rock State College; M.S., Slippery Rock University.

ROBIN K. BOLLING, *Director of Special Advising*. (1989).
B.A., Pennsylvania State University; M.A., University of Pittsburgh (Special Education); M.A., West Virginia University (Educational Administration).

RICHARD F. CARVER, *Coach of Baseball; Coordinator of Academic Recruiting*. (1990).
B.A., Marysville College; M.S., U.S. Sports Academy.

KATHLEEN G. GORNEY-TAGG, *Assistant Director of Special Advising*. (1990).
B.S., St. Joseph Calumet College; M.A., West Virginia University.

MARY KEEN KRIKORIAN, *Student Development Counselor; Director of the Center for Academic Success; Lecturer in Developmental Studies*. (1990).
B.A., State University of New York at Oswego; M.A., Bowling Green State University.

GRADY PATRICK STEWART, *Coach of Men's Basketball; Director of Intramurals; Lecturer in Physical Education.* (1990).

B.A., California State University-Long Beach; M.S., University of San Francisco.

DONALD D. TURNER, *Athletic Director; Head Football Coach; Lecturer in Physical Education.* (1990).

B.S., Monmouth College; M.Ed., Illinois State University.

RODNEY L. TURNER, *Assistant Coach of Football; Head Coach of Track and Field; Athletic Facilities Manager; Lecturer in Physical Education.* (1990).

A.A. East Los Angeles Community College; B.S., Eastern Oregon State College; M.S. Chadron State College.

ADVISORS

For Majors

Accounting	Thomas E. Kelly
Biology	Albert R. Buckelew, Jr.
Chemistry	Milton R. Smith, Jr.
Communications	James Keegan
Computer Science	Fujiko Sawtarie
Economics and Business	Donald L. Eilenstine
Education	John U. Davis
English	Larry Grimes
Fine Arts	David J. Judy
Foreign Languages	Pauline R. Nelson
General Science	Stanley Becker
Health Science	Gary E. Larson
History	Gary Kappel
Interdisciplinary Studies	Anthony L. Mitch
Mathematics	James Allison
Philosophy	Robert Myers, Stanley Becker
Physical Education	Wallace B. Neel
Physics	Majid A. Sawtarie
Political Science	Albert J. Ossman, Jr.
Psychology	John H. Hull
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Science Applications	Milton R. Smith, Jr.
Sociology and Social Work	Lynn F. Adkins

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Drama	David J. Judy
Engineering	Majid A. Sawtarie
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Ministry	Frank H. Gorman, Jr.
Newspaper	Tracy Maurer
Public Relations	Tracy Maurer
Radio	Patrick J. Sutherland
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Practicums	T. Gale Thompson

Social Security and Veterans' Benefits John C. Giesmann
Social and Recreational Activities Darline B. Nicholson
Special Advising Robin K. Bolling
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Undergraduate Scholarships Theodore W. Bunnell, Beth Dameier
Writing Robyn R. Cole

FACULTY COMMITTEES

Student members are appointed annually to many of the following committees by the President of the college upon recommendation of the Student Board of Governors.

ACADEMIC APPEALS

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ADMISSION

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DEVELOPMENTAL STUDIES

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FACULTY BUDGET

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FACULTY DEVELOPMENT

David J. Judy (Chair); Jo-Ellen Asbury; Robyn Cole; Donna F. Keith; John W. Lozier; Albert J. Ossman, Jr.; Robert A. Paysen; Majid A. Sawtarie.

FACULTY PERSONNEL

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INSTITUTIONAL ANIMAL CARE AND USE

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INTERDISCIPLINARY STUDIES

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INTERNATIONAL EDUCATION

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JANUARY TERM

W. Randolph Cooley (Chair); John C. Giesmann (*Director of January Term*); Gary H. Kappel; Deborah P. Kessler; Joseph M. Kurey (*Treasurer and Chief Business Officer*); Lana Hartman Landon; John J. McGowan; Darlene B. Nicholson (*Dean of Student Life*).

JAPANESE CULTURE

Fujiko O. Sawtarie (Chair); Walter Kornowski; Mark W. MacWilliams; Robert C. Nolan (*Vice President for Development*); Michael Schmich; Dorothy K. Wamsley; Sachiko Wood.

LIBRARY

John W. Lozier (Chair); Mary-Bess Halford; Deborah P. Kessler; John C. Krug (*Director of the Library*); Mark W. MacWilliams; Jocelyn Sheppard; Milton R. Smith, Jr.; Dorothy K. Wamsley.

PRACTICUM REVIEW

T. Gale Thompson (Chair); Robyn R. Cole; Russell J. Cook; Janice L. Forsty; Piri Halasz; Thomas E. Kelly; John J. McGowan; Michael Schmich.

SCHOLARSHIP

Albert J. Ossman, Jr. (Chair); Stanley L. Becker; Theodore W. Bunnell (*Director of Financial Aid*); Russell J. Cook; Piri Halasz; Robert C. Nolan (*Vice President for Development*); Milton R. Smith, Jr.; John R. Taylor.

SOCIAL WORK ADVISORY

Lynn F. Adkins (Chair); James E. Allison; Katherine S. Coram; Donna F. Keith; Ahmad Khalili; Lana Hartman Landon; Albert J. Ossman, Jr.

STUDENT LIFE

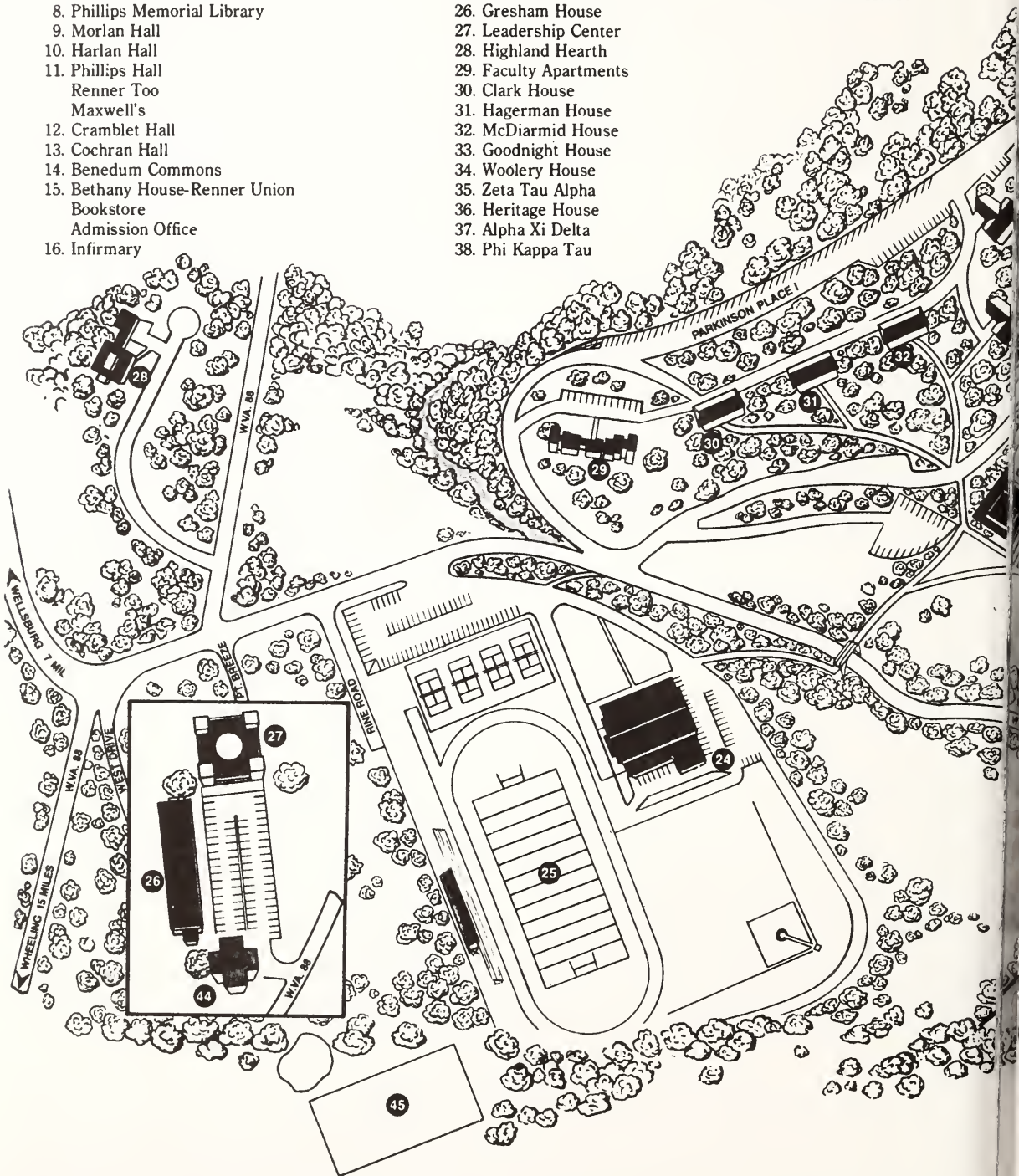
Kenneth L. Morgan (Chair); John S. Cunningham (*Vice President for Student Services*); Jerald E. Fuqua; Luke L. Hardt; Gregory H. Krikorian (*Director of Student Counseling Services*); Susan E. Lemley; Tracy Maurer; Darlene B. Nicholson (*Dean of Student Life*); Christine M. Sampson; Michael Schmich; G. Patrick Stewart; Rodney L. Turner.

TEACHER EDUCATION

John U. Davis (Chair); Lynn F. Adkins; Richard M. Bernard (*Dean of the Faculty*); James Keegan; Donna F. Keith; Mary Ellen Komorowski; Lana Hartman Landon; Wallace B. Neel; Christine M. Sampson; Dorothy K. Wamsley.

Bethany

- | | | |
|--|-----------------------------|-------------------------|
| 1. Pendleton Heights | 17. McEachern Hall | 39. Kappa Delta |
| 2. Old Main | 18. McLean Hall | 40. Phi Mu |
| 3. Commencement Hall | 19. Bethany Memorial Church | 41. Weimer Nature Trail |
| 4. Oglebay Hall | 20. Campbell Hall | 42. Amphitheater |
| 5. Steinman Fine Arts Center | 21. Physical Plant | 43. Oglebay Gates |
| Wailes Theater | 22. Heating Plant | 44. Harder Hall |
| 6. Grace Phillips Johnson Visual Arts Center | 23. Knight Natatorium | 45. Athletic Field |
| 7. Richardson Hall of Science | 24. Alumni Field House | 46. Delta Tau Delta |
| Weimer Lecture Hall | 25. Rine Field | Founder's House |
| 8. Phillips Memorial Library | 26. Gresham House | |
| 9. Morlan Hall | 27. Leadership Center | |
| 10. Harlan Hall | 28. Highland Hearth | |
| 11. Phillips Hall | 29. Faculty Apartments | |
| Renner Too | 30. Clark House | |
| Maxwell's | 31. Hagerman House | |
| 12. Cramblett Hall | 32. McDiarmid House | |
| 13. Cochran Hall | 33. Goodnight House | |
| 14. Benedum Commons | 34. Woolery House | |
| 15. Bethany House-Renner Union | 35. Zeta Tau Alpha | |
| Bookstore | 36. Heritage House | |
| Admission Office | 37. Alpha Xi Delta | |
| 16. Infirmary | 38. Phi Kappa Tau | |





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NOTICES

*All provisions in this Bulletin are subject to change without prior notice.

*Bethany College admits students of any race, color, sex, religion, handicap, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. Bethany does not discriminate on the basis of race, color, sex, religion, or national or ethnic origin in the administration of its educational policies, scholarship and loan programs, athletic activities, or other school-administered programs.

*In all matters related to employees and students, Bethany College does not discriminate on the basis of race, sex, age, national origin, religious preference, sexual orientation, status as a Vietnam-era veteran, physical handicap, or infection with AIDS or associated diseases. Further, the College takes affirmative steps to recruit members of minority groups and women, and in accordance with federal law it gives preference in employment matters to Vietnam-era veterans and physically-handicapped persons.

*Bethany College will not tolerate harassment of its employees. Any form of harassment related to an employee's race, color, sex, religion, national origin, age, or physical or mental handicap is a violation of this policy and will be treated as a disciplinary matter. For these purposes, the term *harassment* includes, but is not necessarily limited to slurs, jokes, other verbal, graphic, or physical conduct relating to an individual's race, color, sex, religion, national origin, age, or physical or mental handicap. *Harassment* also includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, or physical conduct of a sexual nature.



Bethany College
Bethany, West Virginia 26032
304-829-7000

Bethany

College Bulletin 1992-1993

Fall 1992

**Bethany College
Bethany, West Virginia 26032**

Bethany Bulletin 1992 - 1993

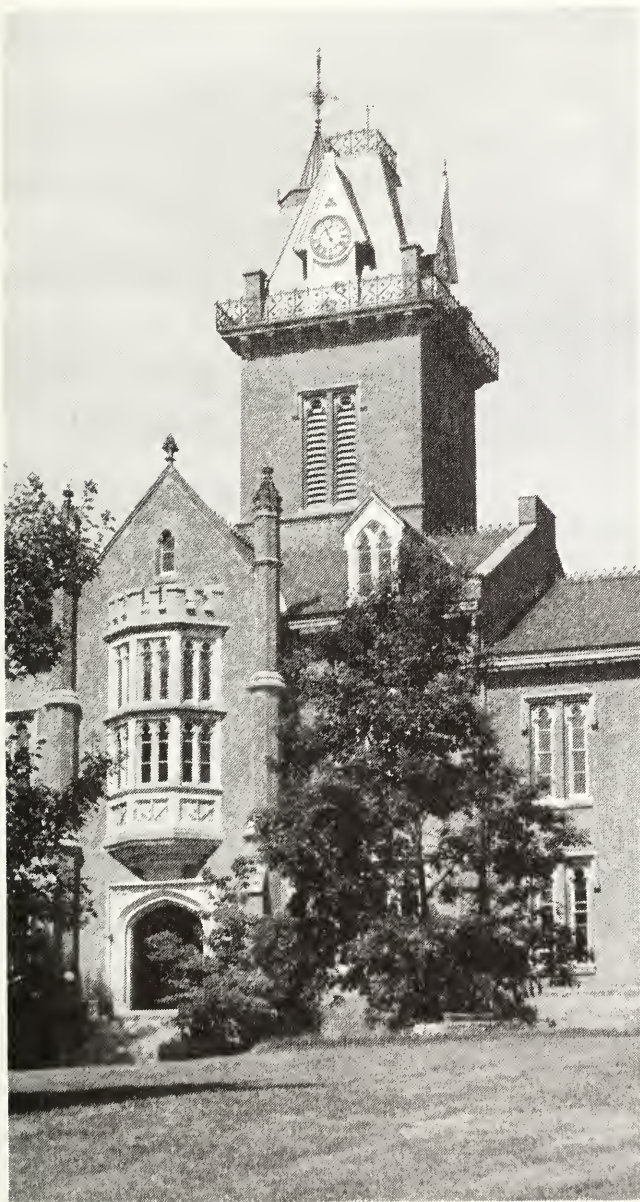


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College Calendar 1992 - 1993

The Bethany calendar includes two 15-week semesters and a four-week voluntary interim session in January. The fall semester is from early September to before Christmas. The spring semester is from February through May. Some courses are offered over the full semester while others are for the first or second half semester. This division provides flexibility for students to do off-campus study and internships. The four weeks in January are for students to use in intensive study on campus or for off-campus work. Two five-week summer terms and an 11-week summer independent study period are offered.

Fall Semester 1992

Aug. 29-Sept. 1	Orientation and evaluation for new students
September 1	Registration for returning students
2	First day of classes for all students
8	Last day for adjustment of schedules without academic and financial penalty
	Last day to add a course
10	Fall Convocation
15	Last day to determine credit/no credit
October 10	Homecoming
17	Parents' Weekend
20	Last day of classes for first half-semester courses
21	First day of classes for second half-semester courses
23	Mid-term grades and final grades for first half semester courses due
26	Writing Qualification Test in Freshmen Seminars
November 14	Board of Trustees Meeting
16-20	Preregistration for Spring semester
20	Thanksgiving vacation begins at 4:00 PM
30	Thanksgiving vacation ends at 8:00 AM
December 15	Last day of classes for semester
16	Reading Day
17-19	Final Examination Period
22	Final grades due

January Term 1993

January 4	First day of classes
15	Last day of classes for first two-week courses
18	First day of classes for last two-week courses
25-26	Senior Comprehensive Examinations (Written)
27-30	Senior Comprehensive Examinations (Oral)
29	Last day of classes

Spring Semester 1993

January 31	Registration for all students
February 1	First day of classes
5	Last day for adjustment of schedule without academic and financial penalty
	Last day to add a course
12	Last day to determine credit/no credit
March 4	Founder's Day and Convocation
11	Writing Qualification Test for sophomores and juniors
19	Last day of classes for first half-semester courses
	Spring vacation begins at 4:00 PM
23	Mid-term grades and final grades for first half-semester courses due
29	Spring vacation ends at 8:00 AM
	First day of classes for second half-semester courses
April 15	Honors Day and Convocation
26-30	Preregistration for Fall semester, 1993-1994
May 1	May Morning Breakfast
	Reading period begins for Seniors taking Comprehensive Examinations 8:00 AM
3	Grades due for Seniors taking Comprehensive Examinations
10-11	Senior Comprehensive Examinations (Written)
12-15	Senior Comprehensive Examinations (Oral)
14	Last day of classes
	Grades due for graduating seniors who previously took Comprehensive Examinations
14-16	Alumni Weekend
15-16	Reading Days
17-19	Final examination period
20	Final Faculty Meeting 1:00 PM
21	Board of Trustees Meeting
21	Baccalaureate at 8:00 PM
22	Commencement at 10:00 AM
28	Final grades due

Bethany Profile

Bethany was founded March 2, 1840, by Alexander Campbell, educator, Christian reformer, and celebrated debater, who provided land and funds for the first building and served as first president. Now more than 150 years old, Bethany College is a highly contemporary institution based in the tradition of the liberal arts.

Since its inception, Bethany has been a four-year private liberal arts college affiliated with the Christian Church (Disciples of Christ). This religious body, of which Campbell was one of the principal founders, continues to support and encourage the College, although it exercises no sectarian control. Students from virtually every religious community attend Bethany.

The College offers a wide array of studies, awarding bachelor of science or bachelor of arts degrees with majors in Accounting, Biology, Chemistry, Communications, Computer Science, Economics, Education, English, Fine Arts, French, German, History, Interdisciplinary Studies, Mathematics, Philosophy, Physical Education, Physics, Political Science, Psychology, Religious Studies, Social Work, and Spanish.

The College's program of liberal education prepares students for a lifetime of work and a life of significance. Bethany places particular emphasis on leadership and incorporates pre-professional education in dentistry, engineering, law, medicine, public administration, theology, and veterinary medicine.

Bethany's 1600-acre campus is located in the northern panhandle of West Virginia in the foothills of the Allegheny Mountains. Pittsburgh is 48 miles to the northeast. Wheeling, W.Va., Washington, Pa., and Steubenville, Ohio, are each a half-hour drive from the College.

The approximately 800 Bethany students represent nearly 30 states and 15 foreign countries. Typically, about one third are from the East coast and the New England states, another one third are from the Mid-Atlantic region, and the remaining one third are from other states and countries.

Goals

In its charter, granted in 1840 by the Commonwealth of Virginia and recognized in 1863 by the newly organized state of West Virginia, the mission of Bethany College is defined as

the instruction of youth in the various branches of science and literature, the useful arts, and the learned and foreign languages.

Alexander Campbell, Bethany's founder and first President, viewed the College's mission as stated in the charter in the context of the Judaeo-Christian tradition and the thinking of the American Enlightenment, interpreting it to imply the educating of students to become useful and responsible members of society by liberating them from superstition and ignorance, the tyranny of others, and "vulgar prejudices."

Bethany College continues to accept the implications of its mission as understood by its founder. It continues to accept the responsibility for nurturing effective, honorable, humane, and intelligent citizens who believe in and will promote the creation of a world of worth and value, integrating critical reason and the spiritual dimensions of life, personal accomplishment and ethical responsibility, and individual development and service to others. It continues to accept the responsibility for promoting the development of responsible members of society who

- are marked by a rigorous, developed intellect and substantial knowledge
- are sensitive and responsive to persons, events, issues, and people in the world around them
- become involved with and sensitive to persons, events, issues, and problems
- assume responsibility for and accept the consequences of their involvement
- humanize and make effective the institutions they affect
- are motivated to nurture and serve the persons around them
- assist in the clarification and resolution of issues and problems of the world
- know themselves and develop an examined system of ethics and values
- possess the basic skills and insights needed to undertake these tasks

The Bethany educational program is designed to implement the College's mission. It encourages students to realize their intellectual capabilities, moral capacities, and leadership potential by assisting them as they strive to fulfill each of the following specific goals:

- to discover how to acquire, evaluate, and use knowledge
- to master skills of communication
- to cooperate and collaborate with others in study, analysis, and formulation of solutions to problems
- to understand contemporary issues and events
- to analyze personal values, to perceive and to deal sympathetically with the values of others, and to be open to the continued evaluation of both
- to make progress toward the selection of and the preparation for a vocation
- to integrate the various experiences of life and to see the relationship of the college experience to future development as a responsible citizen

Accreditation, Memberships

Bethany College is accredited by or holds memberships in:

- North Central Association of Colleges and Secondary Schools
- Association of American Colleges
- American Council on Education
- American Association for Higher Education
- College Entrance Examination Board
- Council on Social Work Education
- American Association of Colleges for Teacher Education
- National Council for the Accreditation of Teacher Education
- Council of Independent Colleges
- Division of Higher Education of the Christian Church (Disciples of Christ)

Admission

Application

Bethany accepts applications for admission from candidates who feel they would contribute to and benefit from a Bethany education. Admission is based on a careful review of all credentials presented by the candidate. The Committee on Admission accepts candidates it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission. Acceptance is contingent upon a candidate's successful completion of secondary school.

The College seeks students who have prepared themselves for a liberal arts curriculum by taking at least 15 units of college-preparatory work. Although the College does not absolutely prescribe how these units should be distributed, it encourages a minimum of four years of English, three years of mathematics, three years of science, three years of social science, and two years of a foreign language. For students who have developed individual curricula or are involved in experimental honors programs, the Committee on Admission makes special evaluations.

Visiting Bethany

Although not required, an on-campus interview with an admission officer is highly recommended. A campus visit will enable the student to develop more thorough understanding of the College and its expectations. A comprehensive tour, observation of classes, and interaction with Bethany students and faculty are available if desired by the applicant.

Prospective students are also invited to remain overnight as the guest of a Bethany student. Meals and overnight accommodations in College housing for prospective students are provided by the College. Arrangements may be made through the Admission Office. Lodging for parents is available on campus at Gresham House, as well as nearby lodges and motels. Transportation arrangements from the Greater Pittsburgh International Airport, as well as from the Pittsburgh rail and bus terminals, may be arranged through the Admission Office.

The Admission Office is open Monday through Friday from 8:30 a.m. to 4:30 p.m. and Saturday from 9 a.m. to 1 p.m. throughout the year. Appointments may be made by calling 304-829-7611 or 800-922-7611, or by writing the Admission Office, Bethany College, Bethany, West Virginia 26032. Three days advance notice is necessary to make proper arrangements.

Information on admission and registration fees, as well as details on expenses, aid, and scholarships are on pages 10-13 and 28-36.

Freshmen

Application for admission requires the submission of the following: a completed application form; a transcript of secondary school work; two letters of reference; scores from either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). An on-campus interview is recommended, but not required.

Candidates for admission may also submit other materials in support of their applications, such as examples of poems, plays, or short stories that they have written, samples of their art work or photography, journalistic pieces they have had printed, programs indicating their musical or dramatic endeavors, or clippings depicting activities for which they have received recognition.

Two plans for admission are available:

The Rolling Admission Plan enables Bethany's faculty Committee on Admission to evaluate and act on completed applications as soon as they are submitted. Therefore, each applicant is notified of Bethany's decision approximately two weeks after all credentials have been received. Candidates for admission under this plan are advised to apply early in the Senior year.

The Early Decision Plan is offered for those wishing to determine their college as early as possible and for whom Bethany College is the first choice. Under this plan the candidate must apply by December 15 and submit an Early Decision Agreement Form with the application materials. The candidate for admission will be notified of Bethany's decision by January 15. The Early Decision Agreement obligates a candidate who is admitted to enroll at Bethany and withdraw any applications submitted to other institutions. A candidate for financial aid is bound by this obligation if the need for financial aid has been met satisfactorily.

The application for admission and the acceptance are valid only for the academic year for which the application has been made.

Transfer Students

The College welcomes well-qualified transfer students. Applicants for transfer must have had a good academic record in the institution attended and must present full credentials for both college and preparatory work, including a statement of honorable dismissal that is to be completed by the dean of students of the prior institution. They must take the Scholastic Aptitude Test (SAT) given by the College Entrance Examination Board or the American College Test (ACT) if this test has not been taken previously. A copy of the catalog from the school previously attended must also be submitted.

One year of study at Bethany College constitutes the minimum requirement for a degree. Applications for transfer must be submitted before August 1 of the year in which entrance is desired. Decisions on these applications are announced by August 15. Application for transfer at mid-year must be received by January 15. Financial assistance is available for transfer students.

Community/Junior College Graduates

Students who have received or will receive an Associate in Arts or Associate in Science Degree and find Bethany's curriculum suited to their educational goals are encouraged to apply.

Holders of the A.A. or A.S. Degree who are accepted receive at least two years (minimum 60 hours) credit, enter as juniors, and receive all the rights and privileges of upperclass students.

The College will assist holders of Associate degrees to complete their baccalaureate programs within two years at Bethany. However, some fields of concentration may require more than 68 additional hours beyond the 60 referred to above, depending on the type of Associate program the student has completed.

Early Admission

Some students complete their secondary school graduation requirements a year early and decide to enter college after their junior year. For those who have demonstrated maturity and show evidence of a strong academic background, Bethany offers a program for early admission. For early admission, the usual admission procedures must be followed. In addition, the student must have an interview on campus and the student's high school counselor must confer with a Bethany admission officer.

Advanced Placement

Students may receive advanced placement and/or credit from any department in the College through a testing program. This must be accomplished before the end of the first year at Bethany College. Those who wish to receive credit by examination should consult with the Office of Career and Professional Development and the chair of the appropriate department.

Credit may be received or courses waived as a result of high scores on the College Entrance Examination Board Testing Program for Advanced Placement. The waiving of courses or granting of credit, however, are departmental matters and require consultation with the chair of the appropriate department after matriculation.

Special Advising

The Special Advising Program provides a comprehensive set of services specifically designed to support the learning disabled student in the college mainstream. The program focuses upon developing skills which will maximize the student's independence for lifelong learning.

In order to participate in a part of the Special Advising Program a student must first be admitted to Bethany College. In addition to the application, high school transcript, recommendations, and SAT or ACT scores (scores on non-standard tests are also accepted), the student must submit full documentation of the learning disability and participate in an on-campus interview. Additional fees are assessed each semester for participation in the Special Advising Program.

Foreign Students

Bethany encourages applications from residents of other countries. Approximately 15 countries are represented on campus each year.

Students from non-English-speaking countries are required to submit, along with an application for admission, a complete secondary school transcript, the results of the American College Testing Program (ACT), the College Entrance Examination Board Scholastic Aptitude Test (SAT), or the Test of English as a Foreign Language (TOEFL), and at least two letters of recommendation. Applicants for the Fall Semester must submit these materials by May 1.

Foreign students are also requested to complete a Foreign Student's Financial Aid Application and Declaration. This form is to be returned with admission materials by the deadline mentioned. Although Bethany is willing to review requests for financial assistance, funds are limited.

Application for Admission

A non-refundable \$20 fee is required at the time of formal application.

Registration Deposit

A student accepted for admission or readmission is required to pay a \$100 registration deposit. This deposit is refunded after graduation or when one of the following procedures is completed: 1) a student accepted for admission who has paid the registration deposit but decides not to attend Bethany submits a request in writing for the refund before May 1 prior to the intended matriculation; 2) a matriculated student who withdraws from Bethany gives written notice to the Business Office prior to the advance enrollment date for the next regular term.

Matriculation Fee

A \$20 fee is required of every new student to cover part of the cost of orientation and evaluation procedures for new students.

Application for Readmission

Students previously enrolled in Bethany College who wish to return for additional work must file an Application for Readmission with the Registrar's Office. A \$5 fee is required at the time such application is made.

Expenses, Aid

Bethany College is a non-profit institution. Tuition, fees, and other general charges paid by the student cover approximately two-thirds of the College's instructional and operational expenses. The remainder comes from income from endowment funds and from gifts and contributions. Bethany continues to keep costs as low as possible.

Charges and fees stated on the following pages apply only to 1992-1993.

Comprehensive Charges

Comprehensive charges for the 1992-1993 year at Bethany include the following:

Tuition and Fees	\$12,647
Room (Double Occupancy)	\$1,708
Board	\$2,660
Student Board of Governors	\$260

The charge for tuition and fees includes tuition and the following activities and services: athletics, health service, library, lectures, plays, concerts, publications, student union, student activities, and laboratory services with the exception of music and art.

No reduction is made in student accounts for course changes made after the first two weeks of the semester. Bethany reserves the right to change, without advance notice, the price for room, board, and health insurance.

Financial Aid

Bethany believes that the funding of a student's education is primarily a family responsibility. However, financial assistance is available to those students whose resources will not fund a Bethany education and yet sincerely desire to attend. Outstanding students, regardless of demonstrated need, frequently receive scholarships and grants to attend the College. Several programs are available to such students.

All need-based aid is awarded through careful evaluation of the Financial Aid Form (FAF) available from the student's guidance counselor. Designation of Bethany College as an institution to receive the processed information is required. All applicants for admission to Bethany are sent detailed information and instructions regarding the financial aid application and awarding processes.

Because of the large number of applications for financial aid, assignment of funds is made according to the date the Financial Aid Form (FAF) is received by College Scholarship Service. April 1 is the priority deadline for all new students. March 1 is the deadline for all returning students. The earlier a student completes all admission materials and all financial aid materials, the sooner financial aid awards can be determined.

A financial aid applicant whose need for assistance has been confirmed through a review of the Financial Aid Form will have the need met through a variety of financial aid resources, including scholarships, grants, loans, and College employment. The student has the option of accepting any or all of the aid offered. A student receiving an offer of financial assistance may discuss any problems arising from the offer with an officer

of the College. The Admission Office or the Financial Aid Office helps to arrange these interviews.

Fees for Programs of Study Abroad

Heidelberg: \$6,325 for one semester, includes tuition and fees, stipend to sponsor in Germany, and round-trip air fare.

Oxford: (Not offered in 1992-1993.)

Paris Sorbonne: \$6,325 for one semester, includes tuition and fees, stipend to sponsor in France, and round-trip air fare.

Spain: \$6,325 for one semester, includes tuition and fees, stipend to sponsor in Spain, and round-trip air fare.

Academic Fees

Each academic hour when fewer than 12	\$477
Each academic hour in excess of 16	\$412
Auditing a course, per semester hour	\$412
<i>(a student is not charged if paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours.)</i>	
Comprehensive Examination	\$35
Matriculation Fee	\$20
Academic Support Services <i>(per semester)</i>	\$250
Special Advising Fee <i>(per semester)</i>	\$400-\$1,250
Special Examinations in any department	\$20
Each credit-hour awarded by examination	\$25
Late registration <i>(per day)</i>	\$3

Course Fees

CHEM 490	\$20
COMM 207	\$15
COMM 215	\$15
COMM 408	\$15
EDUC 470: off-campus teaching <i>(per semester)</i>	\$6,653
<i>(includes tuition, fees and pre-school week board privileges in the Bethany dining hall)</i>	
ENGL 160	\$15
FINA 153	\$10
FINA 155	\$15
FINA 201	\$5
FINA 203	\$20
FINA 210	\$25
FINA 213	\$15
FINA 310	\$15
FINA 313	\$15
PHED 339	\$30
PHED 340	\$30
PHED 341	\$30

Music Fees

Instrument rental (<i>per semester</i>)	\$10
Organ practice, one hour daily (<i>per semester</i>)	\$35
Piano practice, one hour daily (<i>per semester</i>)	\$10
Private music lessons, one half-hour weekly (<i>per semester</i>)	\$100

Special Fees

Special Room Rates	
Single (<i>per semester</i>)	\$950
Double as Single (<i>per semester</i>)	\$1150
Key deposit for dormitories (<i>refund if key is returned</i>)	\$20
Infirmary charge per day (<i>after the first three days each semester</i>)	\$5
Automobile Registration	\$10
Health Insurance	\$110

Breakage Deposit

Chemistry and physics breakage deposits are covered by a \$10 breakage card which the student purchases each semester for every laboratory course in which the student is enrolled. In the event breakage exceeds \$10, an additional \$10 breakage card must be purchased. Unused portions are refunded at the end of each academic year.

Payment of Student Accounts

By registration, an invoice listing all charges due for the following semester is prepared for each student.

Bethany College bills for tuition, fees, room, and board twice yearly; other charges are billed as incurred. Twice yearly billings are payable in advance by August 15 and January 15 for the fall and spring semesters respectively. Scholarships and loans may be applied as credit against August or January payment requirements.

Students will not be permitted to register if the payment requirements for each semester are not met. These requirements are in addition to the registration deposit. Checks or drafts should be made payable to Bethany College.

Students may not take final examinations, receive academic credit, obtain transcripts, or graduate until satisfactory arrangements are made to cover financial obligations.

For accounts past due a monthly service charge of 1.5% on the first \$1,500 (18% per year) and 1% on any remaining balance (12% per year) will be charged as of the 25th of each month.

Monthly Payment Plans

Bethany has made arrangements with the Tuition Management Systems Plan and Academic Management Services whereby student accounts may be paid on a monthly basis during the year. Arrangements to use this plan should be made prior to the registration period. Information may be obtained by writing to the Bethany College Business Office.

Student Drawing Account

The Business Office provides a limited banking service through which students may deposit funds and draw on them as required. Students or their parents may make deposits to the student drawing account which is recommended to avoid the necessity of keeping on hand any substantial amount of money. All checks for this account must be made payable to the Bethany College Student Drawing Account.

Withdrawals and Refunds

After registration, there is no refund of room charges or fees. A student voluntarily withdrawing or withdrawing because of illness during the course of the semester will be charged 10 per cent of tuition charges for each week of attendance or part thereof. There is no refund of tuition after the tenth week of attendance. There is no refund in the event that a student is dismissed or asked to withdraw during the course of the semester. Board refund is prorated, based upon food costs only. Special fees are not refundable.

A student wishing to withdraw from Bethany must file written notice with the Vice President for Student Services and Dean of Students to qualify for refund of deposit and adjustment of other charges.

Academic Programs

Based in the liberal arts tradition, Bethany's academic program is designed to meet the educational needs of individual students by providing breadth, depth, and the integration of knowledge. Bethany assists students in developing intellectual concepts, sophisticated learning skills, moral values, and good citizenship. Preparation for leadership is a central theme of the College.

The Bethany curriculum is unique in caring for the individual students and in helping them develop their full potential at each level of learning. From Freshman Seminars to Senior Comprehensive Examinations, Bethany prepares its students for ever greater tasks and achievements, guiding them toward the fulfillment of personal goals, the challenges of graduate study, and the preparation for productive and rewarding careers.

Bethany brings its students a rich variety of opportunities for learning. Seminars, lectures, laboratory and independent research projects, encounters with high technology through the use of state-of-the-art television and graphics equipment, artistic performances, and athletic activities present opportunities for self-expression and growth in the arts, in communication, and in athletics. Learning at Bethany often takes place outside traditional classroom settings, through informal interaction with faculty, off-campus internships, and study abroad.

A Bethany education is, then, more than a list of courses. Bethany students approach their study through a framework of common educational goals which define the liberally educated person. Faculty members work closely with all students to ensure a

proper grounding in the humanities, sciences, and social sciences. Bethany students have many opportunities for choice; but here, too, faculty work closely with them to ensure that each student's personal plan of study is both comprehensive and coherent. It is this combination of thoroughness and personal expression that makes Bethany unique.

Academic Advisor

The student-advisor relationship is a vital aspect of the Bethany education. All students are responsible for knowing all requirements for graduation from Bethany College and understanding their progress toward fulfilling those requirements.

Students and advisors work closely together to develop appropriate classroom and experience-based programs of study. Freshmen interact with their advisors twice each week during the first semester's freshman seminar and privately at other times. Before pre-registration during the second semester of the sophomore year, students are required to select a major. At that time they are assigned to an advisor associated with their areas of interest.

In addition to academic advisors designated for freshmen and for majors, advisors are available to help students with information concerning career interests, and for specific services such as campus employment, counseling, graduate programs, testing, scholarships, foreign students, writing, and vocational guidance. Lists of advisors appear on page 121.

Requirements for a Bethany Degree

The Bachelor of Arts and Bachelor of Science degrees are conferred by Bethany College upon students who have satisfactorily completed the following requirements:

- 128 semester hours with a minimum grade point average of 2.00000 including the following:
 - a Freshman Seminar
 - Interdisciplinary Studies 100
 - Religious Studies 100
 - the Perspectives Program
 - a Major Field of Study
- the Practicum Program
- the Writing Proficiency Requirement
- a senior project in the major field
- the senior comprehensive examination in the major field
- the residence requirement
- participation in commencement exercises

Bachelor of Arts degrees are awarded in Accounting, Communications, Computer Science, Economics, Education, English, Fine Arts, French, German, History, Interdisciplinary Studies, Philosophy, Physical Education, Political Science, Psychology, Religious Studies, Social Work, and Spanish. Specific requirements for each major are described in the sections of this **Bulletin** devoted to the offerings of the individual academic departments.

Bachelor of Science degrees are awarded in Biology, Chemistry, Computer Science, Interdisciplinary Studies, Mathematics, Physics, and Psychology. Specific requirements for each major are described in the sections of this **Bulletin** devoted to the offerings of the individual academic departments.

Freshman Program

Freshman Seminar: Each freshman is required to enroll in a Freshman Seminar during the fall semester. The faculty member who directs the seminar also serves as the student's academic advisor. (A student transferring to Bethany more than 12 semester hours of credit from another college is exempted from the Freshman Seminar.)

Freshman Interdisciplinary Course: Each freshman is required to enroll in INTD 100, *Origins of Modern Western Thought*, during the spring semester. (A student transferring to Bethany at least 60 semester hours of credit from another college is exempted from the Freshman Interdisciplinary Studies course.)

Perspectives Program

In addition to the accumulation of knowledge in a wide variety of disciplines, all Bethany graduates are expected to develop perspectives on their world, each of which is, in appropriate ways, systematic, ethical, and integrative. These perspectives are historical, international, aesthetic, scientific, quantitative, social, and personal.

All courses within the Perspectives Program address three overarching concerns of liberal learning: 1) systematic issues of critical thinking about the basic assumptions, methodologies, and frames of reference of the subject field; 2) ethical issues within the disciplines studied; 3) integrative issues designed to assist the student in gaining a personal perspective or point of view about the world as seen through the examined perspective.

To this end, every student must complete at least four hours chosen among the courses in each of the Perspective category listed below, plus at least four additional hours, for a total of thirty-six hours in the program. Students may receive approval to substitute credit by examination for the four additional hours.

The list of approved courses changes each year. Only courses taken in the year they appear on the approved list will count toward fulfillment of the requirement.

Historical Foundations: *to achieve an understanding of the methods used to analyze the process of change over time, the agents which effect those changes, and the relationship of past to present*

English 266; Fine Arts 103, 240, 241, 242, 243; History 201, 202, 290; Interdisciplinary Studies 251, 252; Philosophy 333; Physical Education 244; Religious Studies 150.

International Understanding: *to gain an understanding of the world's diversity and the variety of cultural responses to common human experiences*

Communications 345, 403; Economics and Business 260, 270; English 268; French 110, 120, 230, 240, 241, 313; General Sciences 202; German 110, 120, 230, 240, 241, 312; History 101, 102, 326; Interdisciplinary Studies 201, 202, 203, 204; Japanese 110, 120; Philosophy 335; Psychology 285; Religious Studies 221, 240, 245; Social Science 285; Sociology 256; Spanish 110, 120, 230, 240, 241, 310, 311.

Aesthetic Awareness: *to develop an understanding of the aesthetic principles which influence the creative process in human endeavor*

English 140, 150, 160, 222, 263, 264, 271, 272, 280, 292, 293, 294, 295, 296, 325, 326, 341, 342; Fine Arts 101, 102, 104, 120, 140, 143, 200, 201, 211, 212, 271, 272; French 351, 352; German 351, 352; Philosophy 358; Religious Studies 140; Spanish 357, 358.

Life Science: *to learn to investigate the world of living things in the classroom and in the laboratory or field, including models of the interactions within that world and their humanistic implications*

Biology 100, 110, 326; Psychology 100.

Quantitative Reasoning: *to understand analytical and quantitative ways of examining the world*

Computer Science 144, 151, 152; Mathematics 101, 103, 141, 201, 202, 250, 281; Philosophy 123; Psychology 205.

Social Institutions: *to examine the methods utilized by social scientists to analyze the organizing principles, structures, policies, and governing ideas of the institutions of society.*

Communications 101, 402; Economics 200; General Science 101, 210; Philosophy 352; Physical Education 243; Political Science 225, 231, 300; Religious Studies 322, 367; Sociology 100, 205, 210.

Human Personality and Behavior: *to establish insight into the methods, theories, and information used to explain how humans develop, behave, and understand themselves*

Education 201, 202; Philosophy 100, 124, 252, 254, 334, 355; Psychology 210, 324, 325; Social Work 145.

Physical Science: *to learn how to explore the physical world, from atoms to stars, by applying the scientific method in the laboratory, by understanding mathematical models used in the physical sciences, and by considering the place of science in human affairs*

Chemistry 100, 101, 102; General Sciences 100, 103, 201; Interdisciplinary Studies 210; Physics 103, 201, 202.

To satisfy perspective requirements, students must take these courses on a graded basis. Students should not enroll in courses to satisfy the Quantitative Reasoning requirement until they have consulted with their advisors about the results of the freshman diagnostic test in quantitative skills.

Major Field of Study

Every student must select a major field of study from one of the academic departments of the College, from among the faculty-sponsored interdisciplinary programs, or by initiating and developing an individual interdisciplinary program.

Department majors are described in detail in the sections of this **Bulletin** devoted to the offerings of the individual academic departments. Each major requires a minimum of 24 credit hours in courses within the department (exclusive of the senior project) and no more than 48 hours (including the senior project) within the department. Given major fields may require courses in related disciplines as long as the total number of credit hours (including the senior project) for the major and related disciplines does not exceed 72 hours.

Faculty-sponsored and student-initiated interdisciplinary majors cross departmental lines. Information about faculty-sponsored majors is available from the office of the Registrar. Information about student-initiated interdisciplinary study is available in the Interdisciplinary Studies section of this **Bulletin** and from the Director of Interdisciplinary Studies. All interdisciplinary programs require the approval of the Faculty Committee on Interdisciplinary Study. All interdisciplinary programs must include between 24 and 72 credit hours (exclusive of the senior project).

Minor Field of Study

Students may include as part of their program of study one or more optional minors. Requirements for minors are described in detail in the sections of this **Bulletin** devoted to the offerings of the individual academic departments. Minors generally require between 16 and 24 hours of directed study in one or more departments.

Practicum Program

Practicums are practical experiences encompassing values Bethany believes to be essential to a complete education. These experiences make a student's academic studies more relevant to the everyday world.

Each student must successfully complete four practicums. They require:

- an experience in responsible citizenship
- a demonstration of an awareness of and involvement in health, physical education, and recreation
- an experience in intercultural living
- an experience in a vocationally oriented activity

Students, with the assistance of the advisor and the Director of Practicums, develop proposals which must meet the guidelines established for each practicum and be approved by the Faculty Practicum Committee. Each student completes an evaluation of the experience after each practicum.

Seniors must complete all proposals by December 15 and all evaluations by April 15 of the graduation year.

Further information is available from the Director of Practicums or the Registrar.

Writing Proficiency Requirement

All students must achieve and maintain a high level of proficiency in expository writing. They may demonstrate proficiency by performing at an above average level in Writing Qualification Tests given annually, in selected writing courses offered by the English Department, or in a combination of Writing Qualification Tests and courses.

Students should plan to complete the program and meet the writing proficiency requirement before the beginning of the senior year. *Students who have not met the writing proficiency requirement before attaining senior status must enroll in English 120 (a non-credit, non-graded course in expository writing) or English 125 (a course offered only during the January Term).* Special Writing Qualification Tests are given as part of these courses. Students must continue in the selected course until they have demonstrated a high level of proficiency on one of the special tests.

The Writing Proficiency Program is administered by the English Department and supervised by the Director of Writing. The English Department will certify to the Registrar that a student has satisfied the writing proficiency requirement for graduation when the student has demonstrated proficiency in one of the following ways:

1. By performing at a high level on the Junior WQT.
2. By earning a grade of C+ or better in an approved writing course taken during the junior year.
3. By performing at a high level on the Freshman WQT or earning at least a grade of C+ in an approved writing course taken during the freshman year **and** by performing at a high level on the Sophomore WQT or earning at least a grade of C+ in an approved writing course taken during the sophomore year.

4. By earning a grade of B or better in an approved writing course taken during the freshman year or sophomore year.
5. By enrolling in English 120 or 125 during the senior year and performing at a high level of proficiency on a special WQT given as part of the course. (*Writing Qualification Tests are administered to seniors only when they are enrolled in English 120 or 125. No other courses enable seniors to fulfill the Writing Proficiency Requirement.*)

Writing Qualification Tests are administered according to the following schedule:

Freshman WQT in October (required as part of the Freshman Seminar)

Sophomore WQT in March

Junior WQT in March

Exact dates are listed in the official Bethany College Calendar on pp. 2-3 of this **Bulletin**.

Students who choose to satisfy the requirement by enrolling in writing courses may select from the following: ENGL 100; 125; 140; 150; 170; 180; 209; 210; 233. No more than one course per academic year will apply to the requirement.

Special arrangements are made for students who transfer from other colleges. Transfer students should consult the Director of Writing immediately upon enrolling at Bethany.

Senior Project

Each student must produce a project which conforms to the guidelines and fulfills the requirements of the major department. Two to eight hours of credit are given after the final evaluation and approval of the project. Scheduling of the project is at the discretion of the department or the student's advisory committee. The project is evaluated by at least one person in the major other than the student's senior project advisor. The completed project is made available to the College community.

Senior Comprehensive Examination

Capping the Bethany education is the Senior Comprehensive Examination. Comprehensive examinations assure the College of qualitative accomplishment and lead the student to a sense of self-confidence and achievement.

A student who has attained senior standing, is completing the requirements for a major and has a GPA of at least 2.00000 in the major is eligible to take the Senior Comprehensive Examination. To take the Examination the student must apply in the office of the Registrar at least two months prior to the first day of the written section of the Examination. The Examination, which is offered in January and in May, is both written and oral. In some majors sections of the Graduate Record Examination are part of or prerequisite to the Senior Comprehensive Examination. The Registrar arranges the oral section as soon as possible after the written section, but in no case more than two weeks later.

Students who have completed all requirements in their majors may take the examination in January with the consent of their advisors. Students failing the examination in January may take it again in May or at any time that it is regularly given within the following twelve months. If the student fails a second time, the student may petition the faculty for a re-examination during the following year. No student may take the examination more than three times.

Students who do unusually well on the Senior Comprehensive Examination are listed at graduation as having "passed with distinction."

Residence Requirement

Students normally require four years to complete all requirements for a degree at Bethany. Sometimes they may complete their work in less time. Regardless of the time taken to finish the degree, Bethany requires that students spend their last two full-time semesters (of at least 12 semester hours each) in residence at the College. A student may be permitted to study off campus during the Senior year if the previous full year has been spent in residence and if prior approval has been granted by the Academic Appeals Committee.

January Term

The Bethany program incorporates a voluntary four-week January Term. The January Term provides opportunities for students to supplement and extend the learning experience available during the traditional academic year. In January students may enroll in courses, study single topics intensively, travel and study in various parts of the world, and undertake independent study and practicum experiences.

By participating in the January Term students may earn up to 4 credits toward Bethany College graduation requirements. Since the January Term is voluntary, students who participate in credit-granting programs are assessed for tuition, room and board, travel, and laboratory and other fees as appropriate to the particular program. Limited financial aid is available to students for participation in the January Term. Specific information about course offerings, costs, and financial aid is available from the Office of the Registrar.

Pre-Professional Study

Bethany offers pre-professional study programs in:

- Engineering
- Medical and Health Professions
- Law
- Ministry

The Bethany engineering program permits students to earn both a bachelor's degree from Bethany and a B.S. in engineering from a cooperating engineering school upon completion of a five-year sequence. Students spend three years in the liberal arts environment of Bethany and then attend Case-Western Reserve University, Columbia University, Georgia Institute of Technology, or Washington University for an additional two years.

Students desiring to prepare for the study of medicine, dentistry, or any other health related field find instruction and facilities at Bethany which satisfy the entrance requirements for the best professional schools. Medical admission tests must be taken in the junior year and specific course planning is required, beginning with the first semester of the freshman year. Bethany also provides a degree program for certified allied health professionals who have completed accredited technical programs at other institutions.

No single curricular pattern is recommended as preparation for law school, but Bethany provides the key ingredients for entrance, such as breadth of knowledge and high levels of achievement in writing, critical thinking, and logical reasoning.

Students planning to enter church vocations complete their preparation in seminaries and graduate schools of religion after undergraduate pre-seminary studies at Bethany.

Bethany also provides thorough preparation for professions in the fields of business administration, communications media, public administration, teaching at all levels, social work, and many more. Students are encouraged to contact individual academic departments, as well as the College's Office of Career and Professional Development, for academic and career planning.

Internships

Students may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must obtain a full-time job in his or her chosen area and arrange independent study credit which will integrate this work experience with formal theoretical study.

A written proposal, signed by the faculty member charged with supervising and evaluating the project, must be approved by the faculty Curriculum Committee. The proposal must provide a description of the student's goals in undertaking the program, a description of the experience including a summary of his or her responsibilities and the name of his or her supervisor, a description of the formal independent study course work, an explanation of the way in which the program will integrate the work experience and the formal independent study course work, and a description of the methods to be used in supervising and evaluating the entire project.

Students may earn eight credit hours upon satisfactory completion of the project. No additional academic work may be taken during the semester of the project.

Study Abroad

Qualified students may earn academic credit for formal study completed in foreign countries. To be eligible for study abroad, a student should normally have junior standing. Approval by the faculty International Education Committee is also required. Several programs for study abroad are part of the Bethany curriculum:

Heidelberg Program

Qualified students work out individualized programs of intensive study in the German language at the university level in Heidelberg, Germany.

Oxford Semester

Approximately twenty students spend the fall semester in Oxford, England, with a Bethany professor studying British literature, history, and culture. Participants are full-time matriculated Bethany students, but live and study in Britain.

Paris Sorbonne Program

By special arrangement with the Sorbonne, qualified Bethany students may enroll for a semester or a full year in its Cours de Langue et de Civilisation Francaise. A Bethany representative in Paris serves as counselor to Bethany's students during their stay at the Sorbonne.

Spain Study Program

Through special arrangement with the University of Navarra in Pamplona, qualified Bethany students may enroll for a semester or full year.

Other Programs

Bethany students have participated in additional programs for study abroad. The Director of International Education Programs can provide interested students with information about programs which have been examined and approved.

Washington Semester

One or two advanced students in history, political science, economics, or sociology may pursue studies in these fields under the direction of the American University in Washington, D.C. A student participating in this plan takes six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the program advisor and have the approval of the Vice President for Academic Affairs and Dean of Faculty.

State Government Study

The Departments of History and Political Science administer a program in conjunction with the West Virginia University Foundation in which an outstanding junior or senior is selected each year to spend one week in Charleston, W. Va., studying the three branches of state government. Students may earn two hours of credit for this program.

Academic Common Market

Bethany is a member of the Academic Common Market, an interstate agreement among southern states for sharing academic programs. This agreement allows Bethany students, who qualify for admission, to apply for enrollment in 80 graduate degree programs in other common market states on an in-state tuition basis. The Southern Regional Education Board sponsors this program. Further information concerning the Academic Common Market is available at the Office of Career and Professional Development.

External Programs

Bethany College develops special programs for older adults through intensive, short-term residential and off-campus seminars, institutes, courses, and workshops. These programs generally serve business, industrial, educational, professional, and church organizations.

Each summer, the Bethany campus and facilities are used for camps for youth, including camps for sporting activities, church groups, and musical groups. Retreats and workshops also are conducted on the Bethany campus.

Facilities and Resources

Substantial resources are invested in the education of Bethany students. The gross assets of the College on June 30, 1991, totaled \$44,858,208. Facilities and equipment at book value were \$28,953,577 with a replacement value of approximately \$45,273,026. The market value of all endowment funds was \$33,847,826.

The Academic Computer Center

The Academic Computer Center houses state-of-the-art computing facilities. The facility is available to all students for work on class assignments and projects.

Library

The library serves the Bethany community in the following ways:

- By acquiring and making available traditional and non-traditional forms of information and knowledge
- By providing support, guidance, and training in the selection and use of information sources
- By helping students learn to evaluate information
- By helping faculty and students realize the goals of specific courses
- By promoting awareness of issues concerning the accessibility to and distribution of information
- By keeping the community abreast of developments in information technology and resources
- By collecting, preserving, and providing access to archival materials documenting the history of the College and Alexander Campbell, its founder

The primary center for library services and resources is the T.W. Phillips Memorial Library, which also houses the Center for Campbell Studies. The Sakach Room houses the Paul E. Rieger collection of books and other research materials focusing on the Upper Ohio Valley. In addition to the collections housed in the main library building, the library assists in maintaining specialized library reading rooms at various locations on campus for chemistry, economics, education, and law. The main library is open 86 hours per week when classes are in session, providing library services throughout the campus and access to collections and databases worldwide through interlibrary loan and computer networks.

Center for Academic Success

The Center for Academic Success provides students with counseling and other support services for all aspects of academic work. The Center is located in the lower level of Old Main.

Special Advising Center

The Special Advising Center provides counseling to students with diagnosed learning disabilities and guides them in developing successful strategies for learning. The Center is located on the first floor of Steinman Hall.

Recreation Facilities

The Larry Hummel Field House (formerly Alumni Field House), John J. Knight Natatorium, and various playing fields are available for student use at most hours. A major expansion of these facilities is planned.

Office of Career and Professional Development

Bethany's Office of Career and Professional Development assists students and alumni in planning careers and obtaining both temporary and permanent jobs. Career counseling is provided and workshops are presented on such topics as resume writing, interviewing, job hunting, and skills identification. The Office coordinates and schedules on-campus recruiting. It also maintains a Career Resource Center consist-

ing of career planning literature, job announcements, a volunteer contact network of alumni and friends of the College, material on internships, and graduate and professional school information. Free credential service is available to all seniors and alumni who register with the Office.

College Buildings and Grounds

More than 30 academic, administrative, and residential buildings are located on the 1,600 acre campus. The principal structures are:

Old Main (1858) is the centerpiece of Bethany's academic buildings. Its tower dominates the campus and is the chief architectural feature noted as one approaches the College. Old Main is listed in the *National Register of Historic Places*. The building is one of the earliest examples of collegiate Gothic architecture in the United States. Old Main restoration work has been under way since 1977 with approximately \$4 million invested in the project. Old Main was designated a National Historic Landmark in 1990.

Oglebay Hall (1912) accommodates the laboratories and classrooms for the biology and psychology departments. The building was a gift of Earl W. Oglebay of the class of 1869.

Richardson Hall of Science (1964) provides contemporary facilities for the chemistry, physics, and mathematics departments and houses the Academic Computer Center. It is named for Robert Richardson, Bethany's first science professor.

David and Irene Steinman Fine Arts Center (1969) provides excellent facilities for music and theatre. A fully equipped theatre occupies the central portion of the building. Teaching studios, studio-classrooms, a general rehearsal room for the larger vocal and instrumental groups, and individual practice rooms support instruction in music.

Grace Phillips Johnson Visual Arts Center (1984) offers facilities for computer graphics, television, painting, sculpture, and design. The Sandra Weiss Berkman Studio for Ceramic Arts is adjacent to the Center. The building was formerly Irvin Gymnasium (1919). Complete renovation accomplished during 1983-1984 makes this an outstanding facility for instruction in the visual arts.

The T. W. Phillips Memorial Library (1959) serves as the hub for an academic information network that provides the campus with over 250,000 items locally (books, periodicals, newspapers, microforms, pamphlets, audiovisuals, archival materials) and access to millions of titles across the nation and around the world through OCLC, Dialog, and other computer networks. The Center for Campbell Studies, housed in the Library, contains books, periodicals, letters, paintings, photographs, and museum pieces related to Bethany's founder and first President, Alexander Campbell.

John J. Knight Natatorium (1967) contains a six-lane, 25-yard, heated pool which is used in the physical education program and for intercollegiate competition. It is named for John J. Knight, long-time director of athletics. Four tennis courts are located next to the natatorium.

Larry Hummel Field House (1990) provides physical education facilities for men and women. It is also used for concerts. Formerly Alumni Field House (1948), the building was extensively renovated 1989-90. Adjacent to the field house are football, soccer, and baseball fields, tennis courts, and a quarter-mile track.

Renner Union-Bethany House (1948) is the student union. Here are found the campus radio station, the College bookstore, a student photographic darkroom, music listening rooms, a spacious lounge, and the Admission Office. The alumni joined in 1969 with the R. R. Renner family of Cleveland, Ohio, to remodel this facility.

Benedum Commons (1969) is the modern, air-conditioned dining facility for all Bethany students. In addition to the main dining room, "The Ogden Room," the building houses a snack bar, lounge facilities, and several small dining rooms, including "The Berkman Room," for special student and faculty events.

Commencement Hall (1872) provides the setting for convocations, concerts, lectures, dramatic presentations, and other gatherings. During 1983-1984, the Hall was restored to its original state.

Cramblet Hall (1905) was constructed through a gift from Andrew Carnegie. Originally the library, it was remodeled in 1961 to house administrative offices. It is named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur Haverfield Cramblet.

Cochran Hall (1910) was built as a men's residence by Mark M. Cochran of the class of 1875. The interior of the building was completely remodeled during 1974-1975 to serve as a site for faculty offices and student conferences.

Pendleton Heights (1841) was built during the College's first year by W. K. Pendleton, a member of the first faculty and second president of the College. Today it serves as home for Bethany's president. Pendleton Heights is listed in the *National Register of Historic Places*.

The Leadership Center

Millsop Building houses offices, seminar rooms, exhibition areas, and a 123-seat circular conference room for continuing education activities. The center offers a regular series of conferences, seminars, and workshops for education, business, and professional groups. It is a memorial to Thomas E. Millsop, former president and chairman of the National Steel Corporation.

Gresham House (1972) is a guest facility which provides 40 rooms for overnight accommodations for visitors to the College. It is named for Dr. Perry E. Gresham, Bethany's twelfth president, and his wife, Aleece.

Harder Hall (1981) is an educational laboratory and dining facility. It adjoins Gresham House, the guest facility. It honors Delmar C. Harder, a pioneer in automation in the American auto industry.

Student Life

Education at Bethany is an experience in integrated living and learning. The College community offers a great variety of activities, and students are encouraged to participate in those which best complement their educational experience. Many opportunities for leadership experience are provided.

Bethany encourages mature and responsible citizenship by its students. The College believes this citizenship is realized through the measured personal freedom of each individual and the community-building efforts of students, faculty and administrators. College officials intervene when the rights and privileges of some are threatened by the actions of others.

Students, faculty and trustees have cooperated in writing a Compact for Bethany College. The Compact is a general statement of philosophy, aspiration, and expectation regarding the way the entire Bethany community is to live together. All members of the College are urged to read and live up to the ideals of this statement. It can be found in the Bethany College *Student Handbook*.

Student Government

The Student Board of Governors, composed of representatives from all residence groups, manages a substantial budget and appropriates funds for a wide variety of student activities. Students are appointed to many faculty committees, including those concerned with curricula, athletics, international education, cultural and speakers' programs, and others.

Residence halls help to shape the social life of the campus. Fraternities, sororities, and house associations accommodate all upperclassmen in small, self-governed units. Students are responsible for their conduct in the residence halls, for academic, cultural, and social programming sponsored by the halls, and for care of the facilities. Freshmen, soon after their arrival, organize and send representatives to student government.

Residence Life

Most Bethany residences are small housing units accommodating 32 or 48 students and containing social and recreational facilities.

Freshmen live in somewhat larger residence halls, but are granted many of the same freedoms and responsibilities of the upperclassmen. Head residents and student resident assistants provide leadership and counsel to freshmen.

Phillips Hall, one of two freshmen women residences, is the most gracious residence hall on campus. Built in 1890, it was remodeled and restored in the late 1970s. The ground floor now houses a large, multi-purpose recreation room, Renner Too, and Maxwell's Coffee House and kitchen facilities.

Social Life

Fraternities, sororities and independent house associations constitute the primary social groups of upperclass men and women on campus. The six fraternities and four sororities are nationally affiliated and their members constitute approximately 60 percent of the student body. Representatives from each serve on agencies which coordinate fraternal affairs and activities.

Fraternities represented are Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Phi Kappa Tau, and Sigma Nu. Sororities are Alpha Xi Delta, Kappa Delta, Phi Mu, and Zeta Tau Alpha.

The student-run Renner Union Program Board is responsible for programming a wide range of activities on campus. These include cultural events, such as opera, dance, and art exhibits, as well as popular events, such as concerts, dances, and other social activities.

In the past few years Bethany programs centering on international business, American business, and American politics have brought an array of distinguished speakers and visitors to the campus to meet with students and faculty. These programs have featured a former President of the United States, United States Senators, Governors and former Governors, Ambassadors, corporate chief executive officers, and leaders in the fields of public affairs, business, sciences, and the arts.

Other activities on campus which are well supported by student participation include theatre, various musical groups, intercollegiate and intramural sports, and student-run clubs. The campus media (a weekly newspaper, a yearbook, a magazine, a literary magazine, an FM radio station, and a cable TV station) command much student interest and participation.

Religious Life

A wide variety of religious backgrounds are represented in the student body and faculty. Although participation is voluntary, there are many opportunities for religious activity on campus.

Many students find Bethany Memorial Church an opportunity for expression of their religious faith. The minister of this church, who is also a College Chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling-Charleston Diocese of the Roman Catholic Church provides a chaplain and chapel for Catholic students. The chaplain is available daily for counseling, in addition to the celebration of Mass each Sunday and on holy days.

The Jewish fellowship meets for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the fellowship and entertain Jewish students for the high holidays.

Student Regulations

The *Student Handbook* contains a complete description of the regulations pertaining to housing, dining facilities, health services, motor vehicles, use of alcoholic beverages and drugs, eligibility requirements, and other areas of student life. However, applicants for admission should know the following in advance:

- 1) The College expects and enforces lawful behavior in all matters. Particular emphasis is placed upon respect for the rights of others and upon other principles of good citizenship.

- 2) Bethany is a residential college and, as such, all students are required to live in college owned housing or, for members of Sigma Nu and Alpha Sigma Phi, in their privately-owned fraternity houses. *Exceptions to this policy may be made for* students whose permanent residence is within commuting distance of the college, 9th semester seniors, student teachers doing their practice teaching, students over 25 years of age, independent students, students with serious medical concerns (validation must be made with the Director of Health Services), international students who require year-round housing accommodations, and part-time students.
- 3) All students, except commuters, are required to board in the College dining hall unless excused by the Vice President for Student Services and Dean of Students. No refunds are granted for meals missed.
- 4) Freshmen are permitted to bring automobiles to Bethany with the written approval of the Vice President for Student Services and Dean of Students and proper registration of the vehicle with Campus Security.
- 5) Violations of regulations which are not adequately dealt with by the self-governing housing unit are judged or otherwise disposed of by the Vice President for Student Services and Dean of Students.
- 6) A Special Withdrawal Policy exists to allow Bethany College to take action if a student experiences serious physical or emotional problems that may be potentially dangerous and/or life threatening. In order to protect the student and the Bethany Community, the College reserves the right to take appropriate action.

Student Health Services

All students entering Bethany for the first time are required to submit a completed physical examination form before registration. The College health service is maintained by student fees, and all students are entitled to nursing service and specified access to a physician. A minimum charge for prescription medicines, ointments, or injections may be added to the student's account under certain conditions.

The Bethany infirmary is on 24-hour call for illnesses and injuries which occur during the academic year. Service is not available at the infirmary during vacations and recess periods. Students who suffer serious illness and accidents are usually treated at the Wheeling Hospital, located 15 miles from the town of Bethany. Ambulance service for emergencies is available.

The College physicians have regular office hours during the week for free consultation. In case of an emergency operation, when the parents cannot be reached, the Vice President for Student Services and Dean of Students, upon the recommendation of the College physician, assumes the responsibility of giving permission for treatment.

Bethany provides medical, surgical, and hospitalization insurance. All students are automatically included in the coverage from September 1 to August 31 and are charged accordingly unless the appropriate waiver is forwarded to the Business Office.

Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance.

Bethany has had a substance abuse program on campus since 1981, which has been continually refined and improved in the light of national trends and current information. The program is under the leadership of the Coordinator of Substance Abuse Programs in association with the staff of the Office of the Vice President for Student Services and Dean of Students, the Health Services Staff, the Counseling Staff, and off-campus Certified Alcohol and Substance Abuse Counselors. Through the program the

College provides community-wide educational workshops, support groups, and intervention for those in jeopardy.

Counseling Services

Bethany College provides on-campus counseling to the student body. Students experiencing emotional distress are encouraged to seek assistance. Individual, group and crisis counseling are all available free of charge. Off campus referral is also available at the student's expense. All counseling will be considered confidential.

Academic assistance is available in conjunction with the counseling department. Individual assistance, as well as the Center for Academic Success, is available to help students with academic related concerns.

Intercollegiate Athletics, Intramurals, Recreation

Bethany College is a member of Division III of the National Collegiate Athletic Association. Varsity women's and men's teams participate in the Presidents' Athletic Conference. Members of the Conference, in addition to Bethany, are Grove City, Thiel, Washington & Jefferson, and Waynesburg. Men's teams compete in baseball, basketball, cross country, football, golf, soccer, swimming, and track. Women's teams compete in basketball, soccer, softball, and volleyball. Individual women may also participate in cross country, swimming, and track.

Club sports teams provide intercollegiate competition in men's baseball, ice hockey, lacrosse, rugby, soccer, and volleyball. Women's teams on the club level participate in lacrosse, soccer, volleyball, and softball.

A wide variety of sports is offered to the entire student body through Bethany's intramural program. Facilities are located on or nearby the campus for numerous individual or group athletic, health, and recreation activities.

Scholarships, Recognition Awards

Bethany recognizes promise and intellectual attainment by awarding a large number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis, but are continued from year to year only if the recipient has met the following conditions:

- A satisfactory scholarship index
- Satisfactory conduct as a student
- Worthwhile contributions to the College program
- Constructive citizenship in the College community
- Payment of student accounts as scheduled

Each fall Bethany holds the **Competitive Scholarship Opportunity**, a program which offers tuition grants, regardless of financial need, in areas of social sciences, physical and life sciences, and the humanities. These scholarships are awarded on the basis of performance on a competitive examination, secondary school record, standardized test scores, and personal qualities.

Each spring Bethany offers its **Kalon Leaders Program** in which participants vie for four-year tuition grants, also regardless of financial need. Selection is based upon past leadership achievements, secondary school record, a required essay, references, and interviews by Bethany faculty.

Bethany offers a wide range of scholarships, designated and external trust scholarships, as well as sustained awards and loan funds. These awards, most named for distinguished alumni and faculty members and friends of the College, are awarded to worthy and eligible students. Some are designated for specific fields and interests.

Awards are made by the President and by the Scholarship Committee in accordance with the requirements of a particular endowed fund.

A complete listing of all scholarships is available from Bethany's Office of Development, the Office of the Vice President for Student Services and Dean of Students, and the Office of the Vice President for Academic Affairs and Dean of Faculty.

Achievement Recognition

Bethany encourages achievement in scholarship and leadership in student affairs by public recognition at Commencement, Honors Day, and on other suitable occasions.

Graduation Honors

Students who have done academic work of unusual merit are graduated with honors: *Summa Cum Laude* (3.85); *Magna Cum Laude* (3.65); *Cum Laude* (3.35). The awarding of honors is determined upon the basis of total quality points earned, performance on the Senior Comprehensive Examination, and the recommendation of the student's advisor.

Senior Fellowships

Certain members of the junior class may be designated as senior fellows for the following year. The selection is made from students who have demonstrated unusual excellence in their major and the character and ability to do special work ordinarily as an assistant in instruction or research.

No more than twelve full-year senior fellowships and one senior fellowship at-large or the equivalents are awarded in any one year. Usually no more than one full-year fellowship or the equivalent is awarded in any one department. Although the title of senior-fellow-at-large is primarily for capable students in interdisciplinary programs, students in other majors may be nominated for this category.

The selection of senior fellows is made by the Honors Committee, usually from nominations presented by department heads.

Dean's List

At the end of each semester students who have demonstrated a high level of academic achievement (grade point average of 3.65 or better) and have completed at least 12 graded hours during the semester are designated as "Students Distinguished in Scholarship." Often called the Dean's List, this distinction is determined by the Honors Committee.

Honor Societies

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

College-Wide

Gamma Sigma Kappa is a scholastic society founded at Bethany in 1932. Degree-seeking students who have achieved a cumulative scholarship index of at least 3.70 (over at least four consecutive semesters and provided that in no semester their scholastic index falls below a 3.00 and provided the student has completed at least 12 graded hours in each of the semesters) may, upon recommendation of the Honors Committee, be considered for membership. Usually, however, not more than 10 percent of any class will be recommended.

Bethany Kalon is a junior and senior society established in 1948 to give recognition to students of high character who have demonstrated competent and unselfish leadership in student activities and have been constructive citizens of the College community. Selection is made by members of the society with the advice and approval of the Honors Committee.

Biology

Alpha Phi Chapter of Beta Beta Beta is for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation into the life sciences.

Chemistry

Pi Alpha Chapter of Gamma Sigma Epsilon, a national chemistry honorary, was established at Bethany in 1989. Its purpose is to promote and recognize interest, scholarship, and research in the field of chemistry. Students are elected from those who have completed a minimum of 16 semester hours of chemistry with at least a 3.00 grade-point average and an overall grade-point average of 2.75, or from students recommended by faculty in the Chemistry Department.

Communications

The Bethany Chapter of the Society for Collegiate Journalists, a national recognition society in journalism, is designed to stimulate interest in journalism, foster the mutual welfare of student publications, and reward journalists for their efforts, service, and accomplishments.

Economics

Alpha Chapter of Omicron Delta Epsilon, an international honor society in economics, was established in 1960 to recognize excellence in the study of economics. Membership is limited to students who have completed a minimum of 12 semester hours of economics, including either Economics 301 or 302, and who have achieved both a departmental and overall grade-point average of 3.25 or better.

Education

Alpha Beta Gamma is an honorary organization in education dedicated to recognizing and fostering professional concern, involvement, and experience in education.

Fine Arts

Beta Gamma Chapter of Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing major and minor roles or working with technical or business aspects of theatre.

Epsilon Chi Chapter of Kappa Pi is for students of graphic arts. Its purpose is to uphold the highest ideals of a liberal education, to provide a means whereby students with artistic commitment meet for the purpose of informal study and entertainment, to raise the standards of productive artistic work, and to furnish the highest reward for conscientious effort in furthering the best interest in art in the broadest sense of the term.

Sigma Tau Epsilon music honorary promotes participation and appreciation of music by encouraging attendance at recitals, sponsoring field trips to concerts, and providing an opportunity for students of music to meet and exchange ideas. The honorary also encourages participation in College musical groups and solo recitals while upholding high standards of musical performance. Qualifications for membership include active participation in College musical organizations.

Foreign Languages

Kappa Xi Chapter of Sigma Delta Pi is an honor society for those who attain excellence in the study of the Spanish language and the literature and culture of the Spanish peoples. Students who are at least second semester sophomores and have a high scholastic index and who have completed at least one advanced course in Spanish literature are eligible for membership.

History

Mu Epsilon Chapter of Phi Alpha Theta was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with a grade-point average of 3.1 or better and with at least a 3.0 grade-point average in two-thirds of all other studies. Members also must rank in the upper 35 percent of their class.

Literature

Gamma Upsilon Chapter of Lambda Iota Tau is an international honor society for the encouragement and reward of scholastic excellence in the study of literature. Membership is limited to juniors and seniors who have a cumulative scholarship index of 3.0, who have completed a minimum of 12 semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have presented a scholarly, critical, or creative paper which has been accepted by the chapter. The chapter presents an annual award for the best senior project in literature. Lambda Iota Tau is a member of the Association of College Honor Societies.

Mathematics

Alpha Chapter of Kappa Mu Epsilon, a national honor society in mathematics, was established in 1975 to recognize outstanding achievement in mathematics. Its membership is limited to those students who have completed at least three semesters at Bethany, rank in the upper 35 percent of their class, have completed at least three mathematics courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all mathematics courses.

Physical Education

Phi Delta Psi is a physical education honorary for both men and women which encourages scholarship, leadership, fellowship, high educational standards, and participation in departmental activities. To be eligible, students must be at the second semester level of the sophomore year and achieve a grade-point average of at least 3.0 in Physical Education after taking at least nine hours in the department.

Physics

Sigma Pi Sigma is the only national Physics honor society. It was established in 1921 to recognize outstanding achievement in Physics. To be eligible for membership a student must have a cumulative grade-point average of at least 3.0 and have completed a minimum of 16 semester hours of Physics with at least a 3.0 grade-point average.

Psychology

Psi Chi is a national honor society in psychology founded in 1991 to recognize outstanding students. To be eligible for membership students must achieve at least a 3.0 grade-point average in a minimum of 12 hours in psychology courses and have an overall grade-point average placing them in the upper 35 percent of their class.

Social Science

Pi Gamma Mu is a social science honorary for men and women who have achieved high academic standing in the study of history, economics, political science, sociology, and geography. A 3.0 average in at least 20 hours of study in these fields and standing in the top 35 percent of their class are required for membership.

Awards

College-Wide

Oreon E. Scott Award is presented to the graduating senior who has achieved the highest academic standing over a four-year period of study. The donor of this award was a long-time Bethany trustee and a graduate of the class of 1892.

Francis O. Carfer Prize is given to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College. Mr. Carfer, a trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishments and characteristics of loyalty, service, and devotion to Bethany.

Aleece C. Gresham Award, announced each spring at the May Morning Breakfast honoring senior women, was initiated in 1987 and is presented to a senior woman who has attended Bethany for at least five semesters. To be eligible for selection, senior women must have a grade-point average of at least 2.5 or better, have participated in and displayed leadership in a variety of co-curricular activities, and must have shown dedication and commitment to Bethany College.

The Pittsburgh Bethany College Club, comprising the Bethany alumnae of Pittsburgh, provides an award to the outstanding woman in the junior class. The award is based on qualities of leadership, character, conduct, and scholarship. The Club has placed a plaque in Phillips Hall on which names of winners are engraved. In addition, an individual gift is made to the recipient.

W. F. Kennedy Prize is given to the outstanding man in the junior class. This prize, established by Mr. Kennedy of Wheeling, W.Va., is awarded on the basis of the student's contribution to the College community life through leadership in activities, in personal character, and scholarship.

Richard B. Kenney Freshman Leadership Award is granted to a freshman who has demonstrated outstanding scholarship, leadership, and character at Bethany, who has become actively involved in Bethany, and who has contributed service and devotion to the College community. The student must achieve at least a 3.50 grade-point average during the first fall semester at Bethany. The award honors the late Dr. Kenney, T.W.

Phillips Professor of Old Testament Literature who taught at Bethany from 1964-1986. The award was established by the Freshman Activities Council of 1986-1987.

Lambda Iota Tau Freshman Writing Award, awarded by the English Department and Lambda Iota Tau, is given annually to the author of the best essay written in the freshman studies program. Each discussion group leader submits the best essays from the group, and the winning essay is determined by a panel of judges.

Research Awards

Gans Fund Awards are presented to juniors, seniors and graduates of the College who are engaged in approved study and research in some specific field of the sciences at Bethany College or elsewhere. The direct charge is "for the encouragement of research and discovery in the various fields of science." These awards were established by Wickliffe Campbell Gans of the class of 1870 and Emmet W. Gans in memory of their father and mother, Daniel L. and Margaret Gordon Gans.

Social Groups

Anna Ruth Bourne Award stimulates scholarship among the women's social groups. A silver cup, provided by an anonymous donor in honor of the former distinguished head of the English Department, is awarded to the recognized women's group whose active membership earns the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

W. Kirk Woolery Award encourages scholarship among the men's social groups. A silver cup, donated by friends of the late Dr. Woolery, a former Dean and Provost of the College, is held by the recognized men's social group or housing organization whose membership (active membership only in the case of fraternities) earns the highest scholarship standing each semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

Travel Awards

Bettie Blanck Travel Award is made to the student whose proposal for foreign travel best promises to augment study in English literature. The award was established by Thomas A. Hopper, class of 1967, in honor of his mother, a member of the class of 1944.

Vira I. Heinz Award is granted to the junior woman who has distinguished herself by leadership, character, and scholarship and whose proposal for foreign travel most significantly supplements her educational objectives. This award for summer travel is provided by the fund of the late Vira I. Heinz, recipient of the honorary Doctor of Religious Education degree from Bethany in 1969.

Benjamin Chandler Shaw Travel Award is granted to the junior man who has distinguished himself by leadership, character, conduct, and scholarship and whose proposal for foreign travel most significantly supplements his educational objectives. The award is funded by an anonymous friend of the College in recognition of the late Dr. Shaw, Bethany's George T. Oliver Distinguished Professor of History and Political Science. Dr. Shaw joined the Bethany faculty in 1935, served from 1945 to 1966 as head of the Department of History and Political Science, and continued part-time as a faculty member until 1975.

Library

Edna W. Woolery Bibliography Prize, named for the Librarian at Bethany College during the 1950's, is awarded to a senior student and to a freshman student who have individually compiled a bibliography and who request that it be considered for receiving the award. In the event that the award, established in 1981, is not granted in any

year, the funds are used to purchase books for the Library. Additional information is available from the Librarian.

Biology

Beta Beta Beta - B. R. Weimer Award, established in honor of the late Dr. Weimer, Professor of Biology and Dean of the Faculty, is given each year to the senior in Biology who has attained the highest academic rank in this major.

Beta Beta Beta Prize is awarded the student who has received the highest grades in the initial courses in biology.

Chemistry

Senior Chemistry Award is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in the department.

Freshman Chemistry Award is presented each year to the student who attains the highest grade-point average in a freshman-level chemistry course.

Communications

E. E. Roberts Distinguished Prize in Campus Journalism is awarded to an outstanding student who excels in work with one of the student media, in academic work in the Department of Communications, or both.

Society for Collegiate Journalists Award of Merit is presented to an upperclass writer or editor for significant contributions to campus student publications.

Sarah M. Cannon Award is presented to an outstanding student who excels in work with the campus broadcast media systems.

Economics

Forrest H. Kirkpatrick Award is presented annually to the outstanding senior majoring in economics. The award is named in honor of Dr. Kirkpatrick, long-time professor and dean of the College.

Wall Street Journal Award is given to the student majoring in economics who has the highest average in selected departmental courses and who has shown strong participation in departmental activities.

English

Florence Hoagland Memorial Award, given by a graduate of the class of 1944, is presented to the outstanding senior English major. The award honors the memory of the late Miss Hoagland who was for many years Professor of English at Bethany.

Christine Burleson Memorial Award, given by a graduate of the class of 1936, is presented to a senior English major who has attained excellence in this field. The award honors the memory of the late Miss Burleson who was professor of English and Dean of Women from 1932 to 1936.

Cammie Pendleton Awards, named in honor of Miss A. Campbellina Pendleton, Professor of Language and Literature at Bethany from 1884 to 1909, are presented to the outstanding junior and sophomore majoring in English. These awards are given by Dwight B. MacCormack Jr. of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

Fine Arts

Rush Carter Prize in music is presented to a member of the senior class in recognition of outstanding achievement in music. The prize honors the memory of the late Professor Carter who was a member of the Bethany faculty from 1934 to 1945.

George K. Hauptfuehrer Award in music is sponsored by Sigma Tau Epsilon in honor of Professor Hauptfuehrer, Professor of Music and Head of the Department of Music Emeritus. The award is presented to the Bethany student who has demonstrated musical excellence and has participated actively in campus musical organizations. Preference is given to seniors.

Charles H. Manion Award is made to the outstanding senior in Fine Arts with an emphasis in one of the art areas. The award memorializes Mr. Manion, long-time trustee of Bethany College who was associated with the steel industry in the Ohio Valley and who enjoyed painting. The award is provided by his daughter, Mrs. Leonard Yurko of Weirton, W.Va.

A. Kenneth Stevenson Theatre Award is presented each year to the outstanding Bethany junior or senior of any discipline with a minimum grade-point average of 3.2 who has contributed most significantly to Bethany College Theatre activity. The award also provides for guest artists to enhance the program in Theatre. Mr. Stevenson of Washington, Pa., was a long-time supporter of the Bethany College Theatre program until his death in 1979. Mrs. Stevenson, her sons, Drew and Mark, both graduates of Bethany, and members of the Department of Fine Arts make the yearly selections.

Foreign Languages

Pearl Mahaffey Prize is awarded to the outstanding senior major in Languages. The award was established by Mrs. Walter M. Haushalter and other former students of Bethany's Emeritus Professor of Foreign Languages. The prize honors Miss Mahaffey, a faculty member from 1908 to 1949 and a trustee of the College at the time of her death in 1971.

Leonora Balla Cayard Prize is awarded to an outstanding German student. This prize honors Dr. Leonora Balla Cayard who was Professor of German and Head of the Department of Foreign Languages until her retirement in 1986. Selection is made by the Department of Foreign Languages.

Theodore R. Kimpton Prize is awarded to the outstanding French student. This prize, which is restricted to those students whose native language is other than French, was established by Kimpton, Assistant Professor of Foreign Languages at Bethany prior to his retirement from full-time teaching in 1975.

Shirley Morris Memorial Award was established by Theta Chapter of Zeta Tau Alpha in memory of Miss Morris, a member and past president of the chapter. The award is given to an outstanding student in the field of modern languages. Selection is made by the Department of Foreign Languages.

Margaret R. Woods Prize, sponsored by the Kappa Xi Chapter of Sigma Delta Pi, is awarded to the outstanding Spanish major. The prize honors Miss Woods who was a faculty member from 1943 until her retirement in 1965. Selection is made by the Department of Foreign Languages.

History

Frank Alfred Chapman Memorial is a fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding history student. Preference is given to students of American History and the Ohio Valley.

Interdisciplinary Studies

Frank Roy Gay Award, established in 1982, is given to the senior interdisciplinary major who maintains a grade-point average of 3.5 or above and displays outstanding leadership qualities in the Bethany community. The award is named for the former Professor of Classics at Bethany who taught English literature, religion, and philosophy.

Literature

Lambda Iota Tau Outstanding Senior Project Award is presented annually to the student submitting the best senior project in literature.

Mathematics

W. H. Cramblet Prize recognizes outstanding achievement in mathematics. It is named in honor of Mr. Cramblet, the eleventh President of Bethany College.

Philosophy

Winfred E. Garrison Prize is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Garrison, a member of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

Physical Education

John J. Knight Award is presented to the senior male Physical Education major displaying outstanding scholarship and athletic participation during his four years at Bethany. To be eligible for selection, the student must have an overall grade-point average of at least 2.75 and a grade-point average of at least 3.20 in Physical Education.

S. Elizabeth Reed Award is presented to the senior female Physical Education major displaying outstanding scholarship and athletic participation during her four years at Bethany. To be eligible for selection, the student must have an overall grade-point average of at least 2.75 and a grade-point average of at least 3.20 in Physical Education.

Physics

J. S. V. Allen Memorial is a fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding physics student.

Psychology

Thomas R. Briggs Award is presented annually to the senior in psychology who has maintained the highest academic average in the department. The award is a memorial to the late Mr. Briggs, class of 1978, recipient of the Psychology Society Award in 1978.

Religious Studies

Osborne Booth Prize is given to the student who excels in the field of Religious Studies and in the overall academic program. The late Dr. Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after 35 years of teaching at Bethany.

Academic Procedures

Course Load

A normal semester load is 16 hours. A student may elect activities courses such as music, chorus, band, physical education, up to two hours with no additional fee, making the maximum academic course load 16 hours plus two hours of activities courses. Permission to take additional courses must be obtained from the Vice President for Academic Affairs and Dean of Faculty. Fees will be charged for any such approved courses. Applications for excess hours are available in the Registrar's Office.

A full-time student is defined as any student carrying at least 12 hours per semester.

Course Offerings

Most courses listed in departments are offered annually. Many, however, are offered every other year and a few are offered in three-year cycles. Students should see respective department heads for long-range course planning.

Activity Courses

Some courses which emphasize practice and performance are listed as activity courses. Of the 128 semester hours of credit required for a Bethany College degree, no more than 8 credit hours may be earned in activity courses and no more than 4 of these 8 credit hours may be earned in activity courses offered by a single department. A student may enroll in additional activity courses which will be listed on official transcripts and become part of the student's cumulative record.

Independent Study

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest. The student selects an area of study, subject to the approval of the head of the department. Upon approval, the student then completes an Application for Independent Study in the Registrar's Office before the start of the semester.

Cross-Listed Courses

When a course which is part of a department's requirements for its major may be taken for credit in more than one department, a student majoring in that field may register for the course in any department in which it is listed, but the course will count as part of the maximum credit which may be earned by the student within the major department.

Special Examinations

A student justifiably absent from a final examination or a test given in connection with regular class work is permitted to take a special test without payment of fees with the consent of the instructor and approval of the Vice President for Academic Affairs and Dean of Faculty. For any other examination a fee must be paid at the Business Office before the examination is taken, and the proper receipt must be presented to the instructor at the time of the examination.

Change of Schedule

During the first five class days of each semester, a student, with the approval of the advisor, may drop or add any course. No classes may be added after this time. A student may not withdraw from a full-semester course after the end of the ninth week of the semester or from a half-semester course after the end of the fifth week of the half-semester.

Class Attendance Policy

Students are expected to attend all class meetings and appropriate laboratory, discussion, and drill sections of their courses and to participate in all outside activities which are part of the courses.

Students may be granted official excused absences when they miss class for either of two reasons: (1) illness (as verified in writing by the Infirmary or another licensed provider of medical care); (2) participation in official college functions (as verified in writing by the Vice President for Student Services and Dean of Students). It is the responsibility of the faculty to determine the nature of all other absences and to set proper responses to them, including possible academic penalties.

Grading System

Letter grades given and their equivalents in quality points are:

A.....	4.0	B—.....	2.75	D+.....	1.25
A—.....	3.75	C+.....	2.25	D.....	1.00
B+.....	3.25	C.....	2.00	D—.....	0.75
B.....	3.00	C—.....	1.75	F.....	0.00

Students are required to take at least 100 hours of letter-graded work.

Grades mean: A, *Superior*; B, *Excellent*; C, *Average*; D, *Below Average*; F, *Failure*.

Other report abbreviations and their meanings are:

Cr. *Credit*. No quality points.

NCr. *No-Credit*. No quality points or academic penalty.

NG. *No grade*. Used at mid-term only.

Inc. *Incomplete*. No quality points. Incomplete work is a result of sickness or some other justifiable reason. An incomplete must be removed by the end of the fourth week of the following semester, unless an extension of time is granted by the Vice President for Academic Affairs and Dean of Faculty. It is not possible for a student to remove an incomplete after 12 months.

W. *Withdrawn*. Indicates withdrawal from a full-semester course before the end of the ninth week of the semester, or withdrawal from a half-semester course before the end of the fifth week of the course. Carries no quality points or credit hours.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the major, a minor, or the Perspectives Program.

A report of the scholastic standing of students is received at the Registrar's Office at mid-semester in addition to the final semester reports. These reports are sent to the faculty advisor and the parents or guardians of each student.

Classification of Students

For sophomore rank a student must have at least 25 hours of academic credit. Admission to full junior standing is conditioned upon the student having at least 60 hours of academic credit. For senior class rank the student must have at least 94 hours of academic credit.

Students are not considered candidates for the baccalaureate degree until they have been granted senior classification, have filed an application to take the Senior Comprehensive Examination in their major and have filed an application for a degree.

Probation

A satisfactory scholastic record at Bethany requires a student to have a semester's grade-point average of at least 1.70 during the freshman year, 1.80 during the sophomore year, and 2.00 during the junior and senior years. Students who have failed to meet the academic standards expected by the College are placed on probation.

Probation is a warning to a student (and to the student's parents or guardians) that academic performance is unsatisfactory and that unless significant improvement is made, continuation at Bethany will not be permitted. At the end of a semester on probation a student's entire academic record is reviewed by the Academic Appeals Committee. Continued enrollment depends on the trend in academic performance. A student who is unlikely to meet the requirements for graduation in the usual four-year period may be dismissed. An extension of the four-year period is permitted only when there are extenuating circumstances.

Transcript of Records

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the recipient specified by the student. One transcript is furnished to each student without charge; for each additional transcript a fee of \$1.00 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.00, and the others cost \$.50 each. Fees must accompany the request. All financial obligations to the College must be paid before a transcript is issued.

Withdrawal

An honorable dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied their advisor and a responsible officer of the College that there is a good reason to justify such action. Students asking to withdraw should present a written request to the Vice President for Student Services and Dean of Students along with a statement of approval from parent or guardian. The recommendation of the Vice President for Student Services and Dean of Students is next presented to the Vice President for Finance and Treasurer and then to the Registrar for final record. No withdrawal is considered complete until this procedure has been carried out.

Invalidation of Credits

Courses completed at Bethany or elsewhere more than 10 calendar years before the date of proposed graduation are not accepted for credit toward graduation. All candidates are expected to comply with degree requirements in effect at the time of acceptance of the degree application. With the approval of the Academic Appeals Committee and the payment of the required fee, the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to reinstate academic credit that may have been declared invalid because of date.

Academic Appeals Committee

The Academic Appeals Committee is composed of members of the Bethany faculty charged with the responsibility of developing policies and procedures for the equitable and efficient administration of the academic machinery in such areas as attendance, the grading system, and academic standards. The Committee reviews students' academic records to apply College policies on such matters as academic standing, probation, eligibility, and dismissal. It evaluates and acts on student appeals for exemptions from established policies.

Changes in Regulations

Bethany reserves the right to amend the regulations covering the granting of degrees, the courses of study, and the conduct of students. Attending Bethany College and receiving its degrees are privileges, not rights. The College reserves the right (and the student concedes to the College the right) to require the withdrawal of any student at any time.



Course Descriptions

Biology

Aims

To acquaint students with the living world around them and with basic life processes; to demonstrate the scientific method as an approach to problem solving; to cultivate an appreciation of research; to develop laboratory skill in various types of work in biology; to prepare students as teachers of biology and for professional fields such as medicine, dentistry, veterinary medicine, and for graduate schools in various biological disciplines; and to help students find and appreciate their roles in the natural environment.

Requirements for Major

All students majoring in Biology must complete a minimum of 44 hours in the department including BIOL 100, 110, 180, 290, 308, 378, 477, and a senior project.

In addition, all majors must complete a minimum of 16 hours in chemistry, including two semesters of organic chemistry, and eight hours of physics.

Finally, all majors must complete one of two tracks.

Biology Track: BIOL 326; four hours from BIOL 343, 425, 467; four hours from BIOL 338, 440, or 442.

Biochemistry Track: BIOL 314, 320, 343, 467; eight hours of calculus.

German or French is recommended for those students preparing for graduate school. A semester of calculus is also strongly recommended. Statistics is recommended for students preparing for graduate work in ecology, wildlife biology, genetics, and certain other fields. Students with a special interest in botany should elect BIOL 338 instead of four hours from BIOL 440 and BIOL 442; and they should take BIOL 102 and 228.

Requirements for Minors

Botany: BIOL 100, 110, plus eight hours from BIOL 102, 228, 326, 338.

Environmental Biology: BIOL 100, 110, 228, 231, 326.

Zoology: BIOL 100, 180, either 167 or 308, and four hours from 440, 442, or 425.

Requirements for Teaching Certification

Only Biology majors who have completed the following courses will be recommended for state certification to teach biology in the secondary schools: BIOL 100, 110, 167 or 308, 180, 290, 326, 343, 480; CHEM 101, 102; GENS 103 or PHYS 103 or 201; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *The following courses are prerequisite to student teaching: BIOL 100, 110, 167 or 308, 180, 290, 480.*

Courses

BIOL 100 Modern Concepts in Life Science	4 hours
An introduction to modern concepts of cell biology, metabolism, photosynthesis, nutrition, reproduction, heredity, evolution, behavior, and ecology, emphasizing the process of acquiring biological knowledge. Consideration is given to social and ethical implications of biological issues.	
BIOL 102 Horticultural Science	2 hours
An examination of the scientific concepts on which horticulture is based. Emphasis is placed on the study of the plant, the basis of all horticultural activities.	
BIOL 105 First Aid as Related to the Principles of Biology	2 hours
A major emphasis is placed on the biological principles utilized in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructor's certificates will be presented as an option at the end of the course. (May be taken for credit as PHED 226.)	
BIOL 110 Plants, People, and Environment	4 hours
A study of plant life including the evolution of the various groups of plants, an introduction to the morphology and anatomy of vascular plants, plant genetics and the functional life processes of plants. Some of the economic and ecological problems such as world food supply and effects of pollution on plants will also be examined.	
BIOL 167 Introduction to Mammalian Anatomy and Physiology	4 hours
A study of mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body; lab study of the anatomy of the cat; human physiology. (Not open to biology majors. May be taken for credit as PHED 167.) <i>Prerequisite: BIOL 100.</i>	
BIOL 180 Invertebrate Zoology	4 hours
A structural, functional, and evolutionary study of the major invertebrate phyla.	
BIOL 205 Emergency Medical Training	4 hours
The medical, communication, transportation records, and report instructions required for certification by the West Virginia Department of Health as an emergency medical technician. (Red Cross advanced first aid certificate may be earned by those passing the examination.)	
BIOL 210 Evolution	2 hours
An examination of the evidence for the theories of evolution with special attention to the modern synthesis of genetic and ecological factors. <i>Prerequisite: An elementary course in biology or permission of the instructor.</i>	
BIOL 228 Field Botany	2 hours
An introduction to the taxonomy of vascular plants with emphasis on the local flora and the techniques of herbarium science.	
BIOL 231 Ornithology	2 hours
The anatomy, behavior, and identification of birds.	
BIOL. 250 Biological Rhythms	2 hours
A study of circadian and other rhythms in living organisms including humans. An emphasis is placed on the physiological and behavioral aspects of rhythms.	
BIOL 251 Endocrinology	2 hours
A study of various endocrine glands and their hormonal regulation of diverse physiological functions in health and disease.	
BIOL 290 General Genetics	4 hours
A synthesis of basic principles and modern molecular theory.	
BIOL 308 Comparative Vertebrate Anatomy	4 hours
Comparative anatomy of the representative forms of vertebrates: lab study of the comparative anatomy of the shark, other lower vertebrates, and the cat.	

- BIOL 314 Biochemistry** **4 hours**
 The chemistry of fundamental biological reactions with an emphasis on structure-function relationships, metabolic pathways, and the regulation of biochemical processes. The laboratory provides an introduction to the modern experimental techniques of biochemistry. *Prerequisite: CHEM 212.* (May be taken for credit as CHEM 314.)
- BIOL 320 Physical Chemistry for the Life Sciences** **4 hours**
 An introduction to the nature of thermodynamics including equilibrium processes. Applications of physical concepts to systems of biological interest are emphasized. A study of the rate processes in the liquid phase is included. (May be taken for credit as CHEM 320.) *Prerequisite: CHEM 102 and MATH 202 or permission of the instructor.*
- BIOL 326 Ecology** **4 hours**
 A study of the general principles of ecology of microorganisms, plants, and animals. Special emphasis is placed on field study of several communities.
- BIOL 338 Plant Anatomy and Physiology** **4 hours**
 The morphology and anatomy of the vascular plants together with a study of the fundamental life processes of plants: growth, reproduction, irritability, metabolism, and hormonal control.
- BIOL 343 Microbiology** **4 hours**
 The morphology and physiology of microorganisms; principles of lab technique; and cultural characteristics and environment influences on microbial growth.
- BIOL 378 Junior Seminar** **2 hours**
 The theory and practice of selected methods in biological instrumentation and research. Special emphasis is placed on those methods not covered in other courses and on methods helpful for the completion of Senior Projects.
- BIOL 425 Animal Physiology** **4 hours**
 A study of the structure and functions of the human body: the mechanism of bodily movements, responses, reactions, and various physiological states.
- BIOL 440 Histology-Microtechniques** **4 hours**
 A study of the structure of the cell, its modification into various tissues, and the practice of general histological techniques.
- BIOL 442 Embryology** **4 hours**
 A study of the ontogenetic development of selected embryos. Major emphasis is on the vertebrates.
- BIOL 467 Cell Physiology** **4 hours**
 An introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. (May be taken for credit as CHEM 467.) *Prerequisites: CHEM 211-212 or permission of the instructor.*
- BIOL 477 Senior Seminar** **2 hours**
 An introduction to the literature of the biological sciences, both research papers and review articles, and the basics of scientific writing. The emphasis is on skills useful to the student who is in the process of finishing the written portion of the senior project. When possible, the student will make an oral presentation of the senior project and complete a paper or review article for publication as part of the seminar.
- BIOL 480 Methods and Materials in Teaching Physical and Life Sciences** **4 hours**
 A study of the aims and methods of teaching the life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and to techniques of teaching. *Prerequisite: 16 hours in biology or permission of the instructor.*
- BIOL 487-488 Independent Study** **2 or 4 hours**
- BIOL 490 Senior Project** **2-8 hours**
 Starts the first semester of the junior year and is to be completed in the spring semester of the senior year.

Chemistry

Aims

To contribute to the student's general knowledge and understanding of the nature of the physical world and his or her understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical, and graduate work.

Requirements for Major

All students majoring in Chemistry are required to complete the following core courses: CHEM 101, 102, 211, 212, 324, 325, 490; PHYS 201, 202; MATH 201, 202.

In addition each student must complete one of the following tracks.

Professional Chemistry Track: CHEM 320 or 322, 326, 404; four hours of electives in Chemistry; two hours from CPSC 140, 142; PHYS 221, 222, 300; MATH 203, 341. Additional advanced courses in Mathematics are recommended.

Biochemistry Track: CHEM 314, 320 or 322, 467; BIOL 290, 343. At least eight hours from the following courses are recommended: BIOL 100, 308, 338, 440, 442; CPSC 140 or 142; MATH 281.

The program of study is consistent with standards of the American Chemical Society.

Entering freshmen interested in chemistry should select CHEM 101 and a mathematics course at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty advisors for chemistry. Students with Advanced Placement (AP) in chemistry from high school should consult immediately with a faculty member in Chemistry for placement in a course at the appropriate level.

Students who plan to do graduate work in chemistry should develop a reading knowledge of chemical German, French, or Russian. Additional courses in mathematics are also strongly recommended. All courses in chemistry as well as the indicated courses in mathematics and physics must be taken for a letter grade.

Requirements for Minor

CHEM 101, 102, 211, 212, 320 or 322, 324. (*MATH 201 and 202 and CHEM 212 are prerequisites for CHEM 320 and 322.*)

Requirements for Teaching Certification

Only Chemistry majors who have completed the following courses will be recommended for state certification to teach Chemistry in secondary school: CHEM 101, 102, 211, 212, 314, 320 or 322, 326, 404, 414; PHYS 201, 202; GENS 480; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *GENS 480 is prerequisite to student teaching.*

Courses

CHEM 100 Consumer Chemistry 4 hours

A course emphasizing an understanding of chemical concepts relevant to our everyday lives. Students completing the course should be able to analyze and discuss magazine and newspaper articles dealing with the subjects related to chemistry. *This course is designed for non-science students.* (May be taken for credit as GENS 100.)

CHEM 101 General Chemistry I 4 hours

A study of theoretical and descriptive inorganic chemistry. The laboratories provide students with experience in basic laboratory manipulations, problem solving, and testing of hypotheses. (Three lectures and three hours of lab per week.) *Prerequisites: Two units of high school algebra or concurrent enrollment in MATH 103.*

CHEM 102 General Chemistry II 4 hours

A continuation of the lecture portion of CHEM 101. Study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. *Prerequisite: CHEM 101.*

CHEM 176 Introduction to Science Seminar 1 hour

This course is a discussion of topics of current interest in science and mathematics. Students learn how to prepare to hear an expert discuss research, how to find pertinent references in scientific literature, and how to ask questions. The course meets once each week, and students are required to attend presentations in the sciences on campus made by outside speakers.

CHEM 211-212 Organic Chemistry I and II 4 hours each

An introduction to the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. Lab work consists largely of organic preparations. (Three lectures and three hours of lab per week.) *Prerequisites: CHEM 101, 102.*

CHEM 276 Seminar and Literature Search 1 hour

This course provides instruction in systematic approaches to searching scientific literature. Electronic and "on line" methods are studied, as well as traditional ones. Students are required to participate in seminars conducted by experts from off-campus. The course meets once each week.

CHEM 311 Bonding and Symmetry in Organic Chemistry 2 hours

An introduction to group theory and simple molecular orbital calculations as they apply to organic chemistry and to the spectra of organic compounds. Emphasis is placed on problem solving and structural determinations from spectroscopic data. *Prerequisite: CHEM 322 or permission of the instructor.*

CHEM 314 Biochemistry 4 hours

The chemistry of fundamental biological reactions with an emphasis on structure-function relationships, metabolic pathways, and the regulation of biochemical processes. The laboratory provides an introduction to the modern experimental techniques of biochemistry. (May be taken for credit as BIOL 314.) *Prerequisite: CHEM 212.*

CHEM 320 Physical Chemistry for the Life Sciences 4 hours

An introduction to the nature of thermodynamics including equilibrium processes. Applications of physical concepts to systems of biological interest are emphasized. A study of the rate processes in the liquid phase is included. (May be taken for credit as BIOL 320.) *Prerequisite: CHEM 212 and MATH 202 or permission of the instructor.*

CHEM 322 Physical Chemistry I 4 hours

An introduction to the concepts of classical thermodynamics with special emphasis on the concepts of enthalpy, entropy, and free energy. A study in chemical kinetics, especially in the liquid phase. *Prerequisites: CHEM 102, MATH 202.*

CHEM 324 Analytical Chemistry 4 hours

The study of principles of acid-base, oxidation-reduction, and solubility phenomena associated with solutions. Classical and modern applications of these principles to the analysis of unknowns will be performed in the laboratory. *Prerequisite: CHEM 102.*

CHEM 325 Chemical Instrumentation 2 hours

The theory and practice of selected methods in chemical instrumentation. Special emphasis will be placed on those methods not covered in other courses and on methods helpful for completion of Senior Projects.

CHEM 326 Physical Chemistry II **4 hours**

A study in the different energy states of atoms and molecules, statistical principles governing the distribution of particles within these states, and the transitions between states. Introduction to transport processes, and surface and interface problems. *Prerequisites: CHEM 212, MATH 202.*

CHEM 376 Preparing Research Proposals **1 hour**

This course provides instruction in developing proposals for scientific research. Students select topics by reading and defending short research papers from the published literature or by further investigating a topic presented by a speaker from off-campus. One proposal may be related to an internship. Proposals are presented and defended orally. The course meets once each week.

CHEM 404 Advanced Inorganic Chemistry **4 hours**

A systematic discussion of the important phenomena of modern inorganic chemistry to include bonding and structure, kinetics, thermodynamics, acid-base theories and physical methods. Transition metal and organometallic chemistry are examined along with the chemistry of selected representative elements. (Three lectures and three hours of lab per week.) *Prerequisite: CHEM 326.*

CHEM 411 Physical Organic Chemistry **2 hours**

A study of the theories and techniques relating structure and properties of organic compounds. *Prerequisites: CHEM 212, CHEM 322 or permission of the instructor.*

CHEM 414 Advanced Organic Chemistry **2 hours**

A study of selected advanced topics in organic chemistry including reaction mechanisms. Lab is introduced, where appropriate, and stresses the use of instrumentation. *Prerequisites: CHEM 212, CHEM 322 or permission of the instructor.*

CHEM 430-434 Special Topics **2 hours each**

A series of courses devoted to the consideration of advanced topics and areas of special interest.

CHEM 430 Analytical Chemistry

CHEM 431 Inorganic Chemistry

CHEM 432 Organic Chemistry

CHEM 433 Physical Chemistry

CHEM 434 Biochemistry

CHEM 467 Cell Physiology **4 hours**

An introduction to the structural organization of cells and the important aspects of cell physiology in the light of modern biochemistry and biophysics. (May be taken for credit as BIOL 467.) *Prerequisites: CHEM 211-212 or permission of the instructor.*

CHEM 475 Polymer Science **4 hours**

A study of the methods of synthesizing, isolating, and characterizing polymers. The course includes the study of organic, inorganic, and biological polymers. Laboratory will involve the characterization of electrical, optical, thermal, molecular, and mechanical properties. *Prerequisites: CHEM 212, CHEM 320 or 322, or permission of the instructor.*

CHEM 476 Seminar and Project Report **1 hour**

This course provides the opportunity for students to present a preliminary oral report on the senior project and an oral report on the summer internship. The course meets once each week, and students are required to participate in seminars conducted by experts from off-campus.

CHEM 477-478 Seminar in Chemistry **2 hours**

Presentation of current research topics by students, faculty, and visiting lecturers.

CHEM 480 Methods and Materials in Teaching Physical & Life Sciences **4 hours**

A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. (May be taken for credit as EDUC 480.) *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

CHEM 490 Senior Project**2-8 hours**

During the junior year the chemistry major is introduced to the methods of employing the chemical literature, selects a topic for advanced investigation, and makes a literature search of background material as a basis for an in-depth study in this area. There is one class meeting each week for both semesters. Following this preliminary work, an investigation of a significant topic in chemistry is made by each senior under the direction of a faculty member in the department. This work culminates in a written and oral report at the end of the senior year. *Fee.* \$20.

Communications

Aims

To provide students with the opportunity to gain an understanding of the principles, processes, and practices of human communication through a series of foundation courses. These courses may assist in the preparation for careers in law, teaching, business, and other related fields.

To prepare students for careers in a broad range of communication or media areas, particularly print journalism, radio and television broadcasting, advertising, public relations, and graphic design. Courses emphasize relevant skills and organizational structures and their effects on individuals, groups, and cultures. Essential to the teaching and learning process is the development of an understanding of ethical and legal responsibilities.

Requirements for Major

All majors in the department are required to complete the following courses: COMM 101, 201, 206, either 301 or 302, 304, 402, 403, 420, 490. In addition, all majors must complete PHIL 124, take 12 hours in literature courses in English and/or a foreign language, and achieve a proficiency in a foreign language at the 230 level.

All majors must also complete one of the following Media Specialization Tracks.

Print Media: COMM 202, 305, 309.

Broadcast Media: COMM 261, 271, 310.

Graphic Design: COMM 207, 215.

Public Relations: COMM 202, 302, 321, 405.

Advertising: COMM 301, 383, 406, 407.

Electives related to specific tracks can be recommended by advisors in the Communications Department.

Courses

COMM 101 Introduction to Mass Communications**4 hours**

The history and theory of mass communications, the newspapers, magazines, radio, television, books, movies, and adjunct agencies in modern society, and their effects on audiences.

COMM 201 News Gathering and Writing**4 hours**

The study and practice of basic print and electronic news gathering and news writing, and writing skills, including grammar, as they relate to various subject fields. *Prerequisite:* Facility in using Macintosh computers. Details available from the Department of Communications.

COMM 202 Copy Editing **4 hours**

The principles and practice of editing copy for publications; including editing for correct grammar, punctuation, style, proofreading, headline caption, and blurb writing.

COMM 206 Interpersonal Communication: Public Speaking **4 hours**

An introduction to the dynamics of communication: levels of interaction between speaker and listener. Developing the use of voice and non-verbal signals; understanding oral style in language and logical argument in public speaking. Focus on the design and delivery of short speeches and on critical listening. (May be taken for credit as FINA 206.)

COMM 207 Lettering and Layout **4 hours**

An introduction to calligraphy, typography, letter forms, and layout, with emphasis on design, legibility, and creative practice.

COMM 208 Communication Through Popular Music **2 hours**

This course provides students with a practical understanding of how popular music is used as a communication vehicle in society. The processes of selection and factors of influence are examined and discussed. Students study how the personal voice is used in music as a common language. The effects of new technologies (such as music videos) upon musical taste are studied. Emphasis is on understanding the recording industry as a business. Effects of popular music on society are discussed. (Offered only during January Term.)

COMM 215 Design Application **4 hours**

This course emphasizes problem solving experiences as related to visual communications. The mechanics and psychology of two-dimensional and three-dimensional design are explored as a foundation for graphic design.

COMM 260 Institutional and Business Audio and Video **2 hours**

A study of non-broadcast television and audio forms of communication. The skills, techniques, and processes necessary to produce television and audio programs for non-broadcast entities are emphasized. How business, industry, and government use video and audio in the workplace and how video and audio designers and producers translate ideas into projects (budgeting, pre-production, equipment selection, and post-production) are covered. A non-broadcast program is designed and evaluated. Distribution channels are studied. (Offered only during January Term).

COMM 261 Basic Audio Production and Performance **2 hours**

A study of the basic audio production and performance techniques for radio. Laboratory experience in the WVBC radio studios.

COMM 271 Basic Television Production and Performance **4 hours**

Lecture and laboratory experiences in field camera and audio, videotape editing, and performance. Introduction to lighting, studio operations, special effects, and TV graphics.

COMM 295 Publication Photography **4 hours**

An introduction to the knowledge, skills, and techniques needed to produce quality black-and-white photographs for publication. Course covers both visual communication techniques and basic design and aesthetic concepts. Emphasis is on learning to meet specific news and other publications' photographic requirements effectively. (Two lectures and one four-hour lab per week.)

COMM 301 Principles of Advertising **4 hours**

A study of history, philosophies, and principles of advertising, including a study of media markets and merchandising. Role and evaluation of advertising. Stress on copy writing and layout.

COMM 302 Principles of Public Relations **4 hours**

A study of public relations as a process involving research, planning, communication, and evaluation. Analyzing publics and influencing their opinions. History, contributions, effects, laws, and ethics of the field. Development of a public relations plan for an organization.

COMM 303 Organizational Communication **4 hours**

An examination of the principles of communication in an information society and particularly in the context of business, service, and media organizations. The major organizational theories will be explored from a communications perspective and linked to the roles played by, and the skills needed by, individuals within organizations. Examples will be drawn mainly from media organizations, but the principles will be applicable to all types of organizations and individuals.

- COMM 304 Law of Mass Communications** 4 hours
A study of the legal rights and limitations of the mass communications media in the United States.
- COMM 305 Features Writing** 2 hours
A course designed to encourage excellence in journalism writing by examining award-winning writing, writing at least three newspaper or magazine features, and critiquing at least ten articles.
- COMM 307 Computer Graphics and Applied Design** 4 hours
An examination of practical applications of graphics and communication design techniques as related to the computer and other technological aids. *Prerequisites: COMM 207, 215.*
- COMM 308 Television Graphics** 4 hours
The course emphasizes design of visual symbols for television. Combines principles of graphic art with the particular requirements of television production. *Prerequisites: COMM 307.*
- COMM 309 Advanced Reporting** 2 hours
A continuation of and building on the skills introduced in COMM 201. Emphasis on reporting techniques, development and use of news sources, and writing of various types of stories. *Prerequisite: COMM 201.*
- COMM 310 Advanced Broadcast News Reporting** 2 hours
A lecture-laboratory course dealing with the complexities of the electronic news gathering process. Emphasis on the use of state-of-the-art technology and its effects on news content and story organization. Field trips to local stations and guest speakers from the media. Students are required to gather and report news using the technology associated with radio, television, and cable. *Prerequisites: COMM 201, 271.*
- COMM 312 Publications Layout** 4 hours
The principles and practice of layout for publications, including newspapers, brochures, pamphlets, and newsletters. *Prerequisite: COMM 201, 202, and facility in using Macintosh computers.*
- COMM 321 Public Relations Case Studies and Writing** 4 hours
The application of the principles of public relations to actual and hypothetical cases. Consideration will be given to the practical, ethical, and legal implications of decisions made while managing public relations operations. Students will also practice the styles of writing used in the profession. *Prerequisite: COMM 302.*
- COMM 340-345 Special Topics in Mass Communications** 2 or 4 hours
- COMM 345 Intercultural Human Relationships** 2 hour
This course focuses on one-to-one communication between individuals from different cultures. It examines how perceptions of the self and others develop, how these perceptions are expressed, and how they influence interpersonal relationships. It helps students understand how their perceptions of other cultures, whether conscious or not, affect their relationships with members of these cultures and how any obstacles can be overcome. Emphasis is on in-class analyses of mediated relationships and individualized study of personal ones. (Offered only during January Term.)
- COMM 350 Persuasion** 4 hours
A concentrated study of persuasion theory. Topics include learning theory, consistency theories, social judgment theory, motivation, the enthymeme, counterattitudinal advocacy, role-playing, and inducing resistance to persuasion. *Prerequisite: COMM 206.*
- COMM 361 Advanced Audio Production and Performance** 2 hours
The study of advanced production and performance techniques for the radio broadcaster. Laboratory experiences in the WVBC radio studios. *Prerequisite: COMM 261.*
- COMM 371 Advanced Television Production and Performance** 2 hours
The study of the integration of the technical and creative skills necessary for broadcast television production, both in studio and on location. Definition of creativity and its role in broadcast television. *Prerequisite: COMM 272.*
- COMM 383 Advertising Creativity** 4 hours
The principles and practices of creating advertising for the print and electronic media. *Prerequisite: COMM 301.*

COMM 390 Campus Media Management**1 hour**

The student, working as a manager for a campus media organization, will develop leadership skills under the supervision of the medium's faculty advisor. Open only to managers of the campus media as determined by faculty advisors. May be repeated once in the same organization. Maximum of four credits total. (Letter grades for Communications majors; CR/NCR for others.) *Prerequisite: Permission of the instructor.*

COMM 401 History of American Mass Communications**4 hours**

The history of newspapers, magazines, books, radio, and television as well as the related areas of public relations and advertising in the United States.

COMM 402 Public Opinion**4 hours**

The nature and significance of public opinion. Includes studies of public opinion formation and measurement, the roles of news media, advertising, censorship, propaganda, political indoctrination, and other factors.

COMM 403 International Communications**2 hours**

A comparative study of media systems: theory and practices in print and electronic media, advertising, public relations and journalism education in Europe, Asia, Latin America, the Middle East, and Africa.

COMM 405 Public Relations Campaigns**2 hours**

The handling of an organization's public relations program or an organization's special public relations campaign, including researching and analyzing the public relations situation, planning the program or campaign, and developing the various communications tools to be utilized. A competitive public relations agency model is used. *Prerequisite: COMM 302 and 321.*

COMM 406-407 Advertising Campaigns I and II**2 hours each**

The development of an advertising campaign including situation analysis, strategic advertising plan and some execution of specific creative and media tactics. A competitive agency model is used. *Prerequisite: COMM 301, 383.*

COMM 408 Graphic Design Practice**4 hours**

A study of professional procedures, structures, communication functions, and processes as applied to areas of graphic design. *Prerequisites: COMM 207, 215.*

COMM 420 Professional Internship**2 hours**

Professionally supervised experience with an off-campus media organization or a communications agency. Assignments will allow for application of classroom materials and campus media experiences and will be similar to those experienced by new communications professionals. (Minimum of 160 hours required. Generally taken as a senior.) *Prerequisites: Two on-campus media experiences and a professional observation. Details about prerequisites available from the Department of Communications.*

COMM 487-488 Independent Study**2 or 4 hours each****COMM 490 Senior Project****2-8 hours**

Developmental Studies

Developmental Studies is a grouping of courses designed to provide academic assistance to students who need it. Each course is graded on a credit/no credit basis. Students who complete one of these courses successfully receive 2 credit-hours toward graduation.

Students may take as many of the courses as needed, but of the 128 semester hours credit required for a Bethany College degree, no more than 4 credit-hours may be earned in Developmental Studies courses.

DVST 100 Reading**2 hours**

A course designed to assist students in developing reading strategies for the various content areas and disciplines of college. In addition to improving comprehension skills, emphasis is on vocabulary development, study skills, and test-taking strategies related to reading. The Special Advising Program section uses the Strategies Intervention Model and Learning Strategies Curriculum. (CR/NCR only.) *Permission of the instructor for Special Advising section.*

DVST 105 Mathematics**2 hours**

A course providing developmental mathematics instruction for the college student who wishes to improve abilities in mathematics. Emphasis is placed upon conceptual understanding of basic mathematics with corresponding computational skill development. (CR/NCR only.)

DVST 110 Writing**2 hours**

A course providing instruction and practice in basic composition for freshmen. Emphasis is placed on organization, mechanics, and clarity. The Special Advising Program uses the Strategies Intervention Model and the Learning Strategies Curriculum. (CR/NCR only.) *Permission of the instructor.*

DVST 115 Strategies for College Success**2 hours**

A course providing general skills for success on the college level. Emphasis is placed on both the attitudes and behaviors which enable students to be successful on the college level. Topics covered include goal setting, taking responsibility for being successful, effective communication, healthy lifestyle, time management, test-taking, increasing memory, note-taking, and textbook reading. A section is offered for incoming Freshmen during the fall semester. Other students may take the course either beginning one week before the start of the fall semester or during a special section in January. The Special Advising Program offers a section beginning the week prior to the official first day of classes. All Special Advising classes require permission of the instructor. (CR/NCR only.) *Additional fee required.*

Economics & Business

Aims

The Department of Economics and Business offers two majors: Economics and Accounting. Both majors are based in the liberal arts and emphasize the application of techniques drawn from economics and mathematics to business problem solving. The department's courses cultivate the ability to apply knowledge and to develop proficiency in the use of analytical tools for making decisions in business, government, and society. The majors and courses serve as preparation for work in business, government, law, public service, and graduate study.

Requirements for Major

All majors in the department are required to complete the following courses: ECON 200, 301, 302; either ACCT/ECON 210 or 220; and MATH 201, 281, 282. Students considering majoring in the department should complete all of the 200-level courses listed above by the end of their sophomore year.

Economics

In addition to the courses required of all departmental majors, students majoring in Economics are required to complete one of two tracks.

Managerial Economics: ECON 280, 290, 312, 350, 477; ACCT 211, 212, and a Senior Project in Economics. Students choosing the Managerial Economics track are limited to 12 hours in Accounting beyond the required courses (ACCT 211, and 212).

International Economics: ECON 260, 270, 360, 477; POLS 243, 328; and a Senior Project in Economics.

Accounting

In addition to the courses required of all departmental majors, students majoring in Accounting are required to complete ACCT 211, 212, 312, 313, 314, 425, 435, 461, 478, and a Senior Project in Accounting. Students with a major in Accounting are limited to 12 hours in Economics beyond the required courses (ECON 200, 301, and 302).

Requirements for Minors

Economics: ECON 200, 301, 302; MATH 201.

Accounting: ACCT/ECON 210 or 220; ACCT 211, 212, 425; MATH 281, 282.

Management: ECON 200, 280; ACCT/ECON 210 or 220; ACCT 211; MATH 231, 281, 282; PSYC or ECON 287.

Requirements for Teaching Certification

Only Economics majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 201, 202, 225; SOCI 100; ECON. 200; GENS 202 or SOSC 302; POLS 225; INTD 100; RELS 100; SOSC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *SOSC 480 is a prerequisite to student teaching.*

Economics & Business Courses

ECON 101 Personal Finance

2 hours

This course aims to develop an understanding of the financial concepts needed for intelligent consumer decision-making. The course covers budget policies, banking, borrowing, insurance (automobile, fire, health, and life), investment markets, estate and pension planning, and taxes. (Offered in alternate years.)

ECON 103-104 Students in Free Enterprise

1 hour

An activity course for students participating in the Bethany chapter of Students in Free Enterprise (SIFE). SIFE participants engage in a variety of programs designed to increase public awareness of economic issues. Selected students from the organization participate in regional competition. (Activity course: CR/NCR only.)

ECON 111 Introduction to Economics and Business

2 hours

An introduction to the department's programs. The course explores the development of economic analysis, the institutions of capitalism and their relationships to other social institutions, and the structure, procedures, and objectives of the contemporary American business community. *Recommended for all first semester students in the department. Not recommended for students who have previously taken other courses in the department.*

ECON 115 Contemporary Economic Problems and Issues

2 hours

A study of contemporary economic problems and social issues and how economists approach the study of these problems. An emphasis will be given to consumer issues, management problems, human welfare, government regulations, resource allocation, and global conflicts. Students will be encouraged to examine their values within the context of an economist's approach to these problems and issues. (Offered in alternate years.)

ECON 125 Understanding the Stock Market

2 hours

This course provides students with practical understanding of the various investment markets. It considers the identification of the various investment vehicles, including option commodities, international currencies, and gold, and examines the development of the workings of various investment strategies including the fundamentalist, technical, and discounted evaluation. (Offered only during January Term.)

ECON 200 Principles of Economics **4 hours**

An examination of the fundamental concepts, principles, and problems of modern economics. Alternative methods of settling economic questions will be explored with special emphasis on the functioning of the market system. Topics covered will include the institutions of capitalism, basic economic laws, rationing problems, income distribution, business structures, the labor movement, the role of government, national income accounting, business cycles, banking and monetary policy, Keynesian analysis and fiscal policy, and concepts of international trade.

ECON 210 Microcomputing in Economics and Business **1 hour**

An introduction to spreadsheet analysis, statistics, data management, graphics, and word processing on MS-DOS microcomputers. (Activity course: CR/NCR only. May be taken for credit as ACCT 210.)

ECON 220 Microcomputer Applications in Economics **2 hours**

An introduction to the use of microcomputers in economics. Students work with Lotus 1-2-3 and WordPerfect in a Macintosh environment. Particular emphasis is placed on the preparation of research reports which integrate spreadsheet and word processing elements.

ECON 260 Comparative Economic Development **2 hours**

A study of the alternative paths to economic development modernization taken by England, the United States, France, Germany, and Russia. The course is organized around the historical time line of the emergence of market economics, the industrial revolution and its spread, and the late 19th and early 20th century problems of modern economic systems.

ECON 270 Comparative Economic Systems **2 hours**

An examination of the post World War II performance of the industrialized economies. The course compares the relative economic performance of the market capitalist economies and the centrally planned socialist economies. Attention will be focused on the recent developments in Eastern Europe. The course will conclude with a brief survey of the less developed economies and their prospects for economic modernization.

ECON 280 Managerial Economics **4 hours**

A study of profit-maximizing managerial decision-making with emphasis on the external environment of the firm. The course will introduce students to quantitative techniques of decision-making. *Prerequisite: ECON 200.*

ECON 287 Organizations and Human Behavior **4 hours**

A study of specific aspects of organization culture such as motivation, conflict, power, and leadership. Exercises and simulations are emphasized which focus on improving the effectiveness of organizations by strengthening human processes. (May be taken for credit as PSYC 287.)

ECON 290 Principles of Marketing **4 hours**

An introduction to fundamental concepts that will help improve marketing decision making. The student will be introduced to the language of marketing, as well as the concepts of marketing strategies, and pricing. *Prerequisite: ECON 200.*

ECON 301 Intermediate Price Theory **4 hours**

An intermediate level study of resource allocation, price determination, output determination, and income distribution at the micro level under various market conditions. Mathematical analysis and model building will be used whenever appropriate. *Prerequisites: ECON 200; MATH 201, 281.*

ECON 302 Intermediate Macroeconomic Theory **4 hours**

A study of the determinants and the behavior of the national economy, including consideration of production, employment, and price levels. Mathematical analysis and model building will be used whenever appropriate. *Prerequisite: ECON 200.*

ECON 312 Managerial Finance **4 hours**

An exploration of corporate organizations and the planning of financial requirements. The course includes an intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. (May be taken for credit as ACCT 312.) *Prerequisites: ACCT 211, 212, and either 210 or 220.*

ECON 316 Money, Banking, and Fiscal Policy **4 hours**

A study of the behavior of various money markets and the operation of commercial banks, the Federal Reserve System, and the Treasury Department, including an analysis of tax revenues, expenditures, and debt-financing. (Offered alternate years.) *Prerequisite: ACCT 212.*

ECON 325 Investment Management**4 hours**

A critical study of the various types of investment instruments and the relative merits of each. In addition, the course explores investment procedures, security analysis, security rating, portfolio theories, and portfolio analysis. (Offered alternate years.) *Prerequisites: ECON 200; ACCT 212; MATH 281.*

ECON 330 Business Law**4 hours**

An introduction to the nature and development of law with particular emphasis on the legal aspects of contracts and other business instruments as set forth in the Uniform Commercial Code. In addition, some of the legal aspects of partnerships and corporations will be presented. (May be taken for credit as ACCT 330.)

ECON 340 Industrial Organization and Public Policy**4 hours**

A study of the structure, conduct, and performance of modern industry and the public policies designed to influence those aspects of modern industry. On each topic covered in the course, explicit comparisons will be drawn between the modern American economy and the modern Japanese economy. *Prerequisite: ECON 200.*

ECON 341 Labor Problems**2 hours**

A general course in labor economics with an emphasis on trade unionism. Attention will be paid to the history and objectives of organized labor, employment and wage theory, managerial labor practices, collective bargaining, current economic and political aspects of labor management, and labor law. (Offered alternate years.) *Prerequisite: ECON 200.*

ECON 350 Business Cycles and Forecasting**4 hours**

An exploration of economic fluctuations in the modern American economy against the backdrop of the alternative theories utilized to explain these fluctuations. Students in the course will be exposed to the quantitative data which describes the cycles and the analytical techniques which are utilized to generate economic forecasts. *Prerequisites: ECON 200; MATH 281.*

ECON 360 International Trade**4 hours**

An examination of the principles of international trade and finance and their application to the modern world. Topics include exchange rates, theories of comparative advantage, economies of scale, tariffs, quotas, commercial policy, capital movements, reciprocal effect of changes in micro and macroeconomic policies, the role of international organizations, and aid to less developed countries. *Prerequisite: ECON 200.*

ECON 365 Open-Economy Macroeconomics**2 hours**

An examination of the macroeconomic implications of economic systems which are open to international trade. Emphasis is on building the fundamental macroeconomic model with international trade as an integral element. Students will also be exposed to econometric techniques used to estimate variables important to international economics. *Prerequisite: Permission of Instructor.*

ECON 370 Multinational Finance**2 hours**

This course focuses on the financial decision making process in the international arena. It examines foreign exchange risk management, multiple money markets, segmented capital markets, foreign investment analysis, international tax management, and political risk exposure. Case problems will be used to supplement lectures and discussions. (Offered alternate years.) *Prerequisites: ECON 200 and ACCT 211.*

ECON 399 Problems in Business Administration**2 or 4 hours**

An exploration of selected management problems related to the total enterprise and emerging technostucture. The course also covers managerial and corporate strategy, utilization of resources, and the functional disciplines of management. *Prerequisite: ECON 200 and permission of the instructor.*

ECON 470 Internship in Management**4-8 hours**

An internship to provide students with an extensive off-campus learning experience in a management setting. The internship involves off-campus work and a substantive written project. Approval by the department of both the work experience and the academic project is required. The internship must be jointly supervised and evaluated by a member of the faculty and an approved off-campus mentor.

ECON 477 Senior Seminar**2 hours**

A capstone course integrating the student's background and previous courses in economics. Microeconomics, and econometrics are reviewed in terms of their historical development. *Prerequisite: Senior standing in Economics or permission of the instructor.*

ECON 487-488 Independent Study**2 or 4 hours****ECON 490 Senior Project****2 hours**

The Senior Project is open only to students majoring in Economics. Students will prepare and present a senior project. The topic for the senior project should be selected before the end of the junior year and must be approved by the head of the department.

Accounting Courses

ACCT 210 Microcomputing in Economics and Business**1 hour**

An introduction to spreadsheet analysis, statistics, data management, graphics, and word processing on MS-DOS microcomputers. (Activity course: CR/NCR only. May be taken for credit as ECON 210.)

ACCT 211 Principles of Accounting I**4 hours**

An introduction to the principles and procedures accountants use to process financial information and to present income statements and statements of financial position to external users of the organizations' financial information. Students will study the accounting system's methods of collecting, analyzing, measuring, recording, processing, and finally presenting financial information.

ACCT 212 Principles of Accounting II**2 hours**

A continuation of the study of accounting principles and procedures begun in Accounting 211. *Prerequisite: ACCT 211.*

ACCT 220 Microcomputer Applications in Accounting**2 hours**

An introduction to the use of microcomputers in accounting. Students work with Lotus 1-2-3 and WordPerfect in a Macintosh environment. Particular emphasis is placed on the preparation of financial reports which integrate spreadsheet and word processing elements.

ACCT 312 Managerial Finance**4 hours**

An exploration of corporate organizations and the planning of financial requirements. The course includes an intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. (May be taken for credit as ECON 312.) *Prerequisites: ACCT 211, 212, and 220.*

ACCT 313 Intermediate Accounting I**4 hours**

A presentation of the theoretical foundation of accounting concepts and principles. The course provides an extensive study of the accounting process with emphasis on accounting for cash and temporary investment, receivables, inventories, plant assets, and long-term investments. *Prerequisite: ACCT 212.*

ACCT 314 Intermediate Accounting II**4 hours**

A continuation of Accounting 313 with emphasis on accounting for liabilities, notes, leases, pensions, and owner's equity. Attention is given to special problems in income determination, income taxes, earnings per share, and changing prices. The course concludes with financial statement analysis. *Prerequisite: ACCT 313.*

ACCT 330 Business Law**4 hours**

An introduction to the nature and development of law with particular emphasis on the legal aspect of contracts and other business instruments as set forth in the Uniform Commercial Code. In addition some of the legal aspects of partnerships and corporations will be presented. (May be taken for credit as ECON 330.)

ACCT 352 Accounting for Not-for-Profit Organizations**4 hours**

A study of accounting systems used to process the financial information of economic organizations not having profit as their primary goal. Students will work on budget preparation and uses and the integration of budgets into the accounting model of assets equalling equities and debits equalling credits. (Offered alternate years.) *Prerequisite: ACCT 212.*

ACCT 425 Cost Accumulation and Control**4 hours**

A study of cost accumulation systems, job order and process, cost controls, flexible budgets and standard costs, and cost, volume, profit relations. Together with the intermediate accounting sequence this course provides a solid foundation in accounting. *Prerequisites: ACCT 212 and either ACCT 314 or permission of the instructor.*

ACCT 435 Advanced Accounting**4 hours**

An introduction to accounting concepts concerning partnership organization and liquidation, branch accounting, consolidated financial statements, bankruptcy and corporate reorganization, and financial reporting by multinational companies. *Prerequisite: ACCT 314.*

ACCT 441 Federal Income Taxation of Individuals**4 hours**

A study of federal income tax law and implementing Treasury Department regulations and procedures governing federal taxation of individuals. Provides a general knowledge of federal individual income taxation rather than specific instructions in completing individual federal tax returns. *Prerequisite: ACCT 212 or permission of the instructor.*

ACCT 461 Financial Auditing**4 hours**

An introduction to auditing principles and procedures as they are used to determine the fairness of an organization's financial statements. Studies generally accepted auditing standards, auditors' opinions, internal control, and ethical, legal, and professional responsibilities of auditors. *Prerequisites: ACCT 425 and ACCT 435.*

ACCT 478 Senior Seminar**2 hours**

A capstone course integrating the student's background, experience, and previous curriculum in accounting. *May not be taken before the senior year.*

ACCT 490 Senior Project**2-8 hours**

Open only to students with a major in Accounting. Students will prepare and present a senior project. *The topic for the senior project must be approved by the Head of the Department of Economics and Business.*

Education & Professional Studies

Aims

To provide students with a general and specialized body of knowledge that can be used to benefit society and enrich the mission of Bethany College. To give students specialized skills and professional authority in selected professional fields of education and social service. To acquaint students with basic theories, research techniques and applied practices in education and social work and to prepare students for graduate study in these disciplines.

Aims for Education: To develop a teacher who is a self-directed decision maker who recognizes the need for personal and professional growth, has the skills necessary to pursue it, and is secure enough to engage in personal and professional self-evaluation. To develop a teacher who can recognize the needs of young people and utilize the liberal arts background, content preparation, and the principles of education in attempting to meet those needs, who can facilitate the acquisition of knowledge for that purpose, and who can provide an educational environment to enhance the development (social, emotional, cognitive, and physical) of individuals so that they may make sense of their world and make decisions effectively within that world. To develop a teacher who can interact effectively within community and school environments and who has the skill and willingness to communicate with people of all ages and backgrounds. To develop a teacher who analyzes emerging trends and thinks critically about them in the attempt to arrive at a humane balance between the needs of the child, the needs of society, and personal needs in order to perform effectively and ethically. In summary, to develop a teacher who is a perceptive and aware person who can employ intellectual skills and knowledge to think critically and pursue self-directed goals.

Aims for Social Work: To prepare students for beginning social work practice. Students are prepared for generalist practice to work with individuals, families, groups, and communities. To accomplish this goal students complete liberal arts course offerings and major course requirements in social work and sociology. Students gain knowledge in sequence areas including social welfare policy, human behavior and the social environment, research, practice, and field experience.

Programs

The Department of Education and Professional Studies offers courses and majors in Education (Elementary Education Grades K-8, Middle Childhood Education Grades 5-8; Education for Non-School Settings) and in Social Work, minors in Secondary Education and in Specific Learning Disabilities, and courses in Sociology and in Special Education. The Department also cooperates with the Department of Psychology in offering an Interdisciplinary Studies major in Education and Psychology.

Requirements for Majors

Elementary Education (K-8): A student seeking certification to teach in the elementary school must follow the courses of study for Multi-Subjects K-4 and 5-8. This allows the student to teach in the self-contained classroom. The student must complete the Professional Education requirements listed below and take related required courses. A complete listing of these courses is contained in the *Guide to Teacher Education* available in the Department office. Students interested in this program should seek early Departmental guidance in making Perspectives course choices. A Middle Childhood specialization may be added to the elementary certificate if requirements for both levels are met. Specific Learning Disabilities certification is also possible for a student wishing to teach in Special Education.

Middle Childhood Education (5-8): A student seeking certification to teach in middle childhood settings (Middle School and Junior High School) must complete the Professional Education requirements listed below and the requirements for two subject area teaching fields from French, General Science, German, Language Arts, Mathematics, Physical Education, Social Studies, and Spanish. Specific requirements are contained in the *Guide to Teacher Education* available in the Departmental office. Students interested in this program should seek early Department guidance. With advisement and permission, Middle Childhood certification may be added to Elementary or Secondary certification.

Education for Non-School Settings: This major without public school certification allows students to prepare for a variety of educational roles in non-school settings such as developing and implementing training programs in business and industry, policy planning for state and federal agencies, and instructing in foundation areas in higher education. Courses required are EDUC 201, 202, 242, 302, 348, 401, 475, 490, and SPED 410. In addition each student must propose a program of study in one area of specialization: Human Resources Management and Training; Education Policy Planning; Educational Foundations; other identifiable pre-professional areas of study within the discipline.

Interdisciplinary Studies Education and Psychology: The Department cooperates with the Psychology Department to offer an interdisciplinary major for students interested in preparing for school and child related careers. Information concerning this major appears in the listing of the Interdisciplinary Studies Department on p. 60 of this **Bulletin**.

Social Work: The purpose of the social work program is to prepare the student for beginning social work practice. Students will accomplish this goal by completing the following courses: SOWO 120, 201, 202, 220, 310, 340, 350, 352, 470, 477, 490; BIOL 100,

167; SOCI 205, 210. Students are advised to take selected perspective courses to complete the Social Work major. Students majoring in social work are expected to complete the liberal arts required courses before they begin the professional study courses for the major. Social Work courses must be taken in sequence, and students may not take the field placement course (SOWO 470) without first completing all other required social work courses. SOWO 120 is a prerequisite to all courses in Social Work except SOWO 125-129. The Social Work program is accredited at the BSW level by the Council on Social Work Education.

Requirements for Minors

Secondary Education: EDUC 202, 242, 348, 401, 410, 428, 440, 470, 475. (Students seeking certification for grades 5-12 should also take EDUC 201.)

Specific Learning Disabilities: SPED 205, 206, 310, 320, 470 or 475; PSYC 315. (Students seeking certification for grades K-8 should complete the sequence for Elementary Education K-8 described above.)

Teacher Preparation

Requirements for Certification: A student preparing for certification must plan to complete: (1) the requirements for graduation as described on p. 60 of this **Bulletin**; (2) the testing program required by the West Virginia Board of Education in the areas of reading, mathematics, writing, speaking; and listening; (3) a selection of courses providing appropriate background for teaching in a particular field; (4) a sequence of professional education courses and experiences designed to give broad understanding of concepts and skills in teaching.

Bethany is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is a party to the interstate compact for reciprocity in certification through the West Virginia Board of Education approval of all certification programs offered at Bethany College.

To become eligible for teacher certification, the student must complete a College and state-approved program. It is the student's responsibility to seek appropriate counseling from the Department, preferably early in the freshman year, and to become familiar with all of the requirements. A *Guide to Teacher Education*, available in the Departmental Office, gives a full description of all programs.

The department recognizes abilities which students may already have in a given subject matter area and assists them in planning their program accordingly. Waivers or advanced standing granted by the College can be noted on official transcripts so that courses from which a student is exempted may be applied toward certification.

Leadership of children and youth groups, summer camps, scouts, church school, playground supervision, etc., is strongly recommended.

A period of observation and participation in a school is an important and integral part of the education curriculum. Education students are encouraged to consider observation and participation in an educational agency when planning intercultural and/or citizenship practicums.

Each student is responsible for planning a program for meeting certification requirements.

Professional Education: Students preparing to teach at any level must complete the sequence of required professional courses. Required courses cannot be taken credit-no credit.

First Semester	Credit	Second Semester	Credit
Freshman			
PSYC 100 General Psychology	4		
Sophomore			
EDUC 201 Human Development I	4	EDUC 202 Human Development II	4
		EDUC 242 Principles and Curriculum in the Public School	2
(Students must apply for admission to Teacher Education during EDUC 242)			
Junior			
Appropriate methods course(s)	2-4	EDUC 348 Professional Practicum	4
		Appropriate methods course(s)	2-4
(Students must apply for the Professional Year during EDUC 348)			
Senior Professional Block			
SPED/PSYC 410		EDUC 401 History and	
Test and Measurements	2	Philosophy of Education	2
EDUC/SPED 470 Observation and Directed Teaching	8		
EDUC 440 Teaching Reading in the Content Areas	2		
Appropriate methods seminar(s)	4		
(No other courses permitted)			

Secondary Education: Students preparing to teach in secondary schools are expected to follow the sequence of required education courses listed in the Professional Education sequence. General distribution requirements, other requirements for graduation, and requirements for the student's major must be added. The required education courses cannot be taken credit-no credit.

Students preparing to teach at the secondary level should discuss their program with the Director of Teacher Preparation Programs, as well as the person responsible for the Teacher Education Program in the major field. Students interested in English, French, General Science, German, Mathematics, Physical Education, Social Studies, and Spanish must complete the Middle Childhood (5-8) program in their field. Physical Education candidates may plan for K-12 certification. A *Guide to Teacher Education* gives the full description of all programs leading to certification in West Virginia. The *Guide* is available in the Departmental office.

Teaching fields include: Biology, Chemistry, English, French, German, Physical Education, Physics, Social Studies, Spanish.

Admission to Teacher Education: During EDUC 242 (Principles and Curriculum in the Public School), written application for admission to teacher education should be submitted to the Director of Teacher Preparation Programs on forms obtained from the Department office.

The following criteria must be met to be admitted to the program:

1. Grade-point average: 2.50 overall, in education, and in proposed field of study.
2. Two positive recommendations from faculty and/or staff of Bethany College.
3. Successful scores on the Preprofessional Skills Test (reading, mathematics, and writing).
4. Positive recommendation by the Department.

The student may be granted full admission, provisional admission, or may be denied admission. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Continuation in Teacher Education: A student must maintain the required level of performance and must show continued professional behavior. A student's qualifications may be reviewed at the end of any semester if such a review is deemed necessary.

Admission to the Professional Year: During EDUC 348 (Professional Practicum), each student must apply for admission to the professional year which includes student teaching. The following criteria must be met:

1. Successful completion of the speaking activities on ACT-Comp.
2. Successful completion of the Listening Test.
3. Grade-point Average: 2.50 overall, in education and in the field(s) of study.
4. Positive recommendations from the department in which the student is seeking certification.
5. Positive recommendation from the Department.
6. Successful completion of all appropriate prerequisite courses.

The student may be granted full admission, provisional admission, or may be denied admission. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Competency-Based Professional Block: Student teaching is conducted for the entire first semester of the senior year in area schools or off-campus centers. Related course work is integrated with student teaching to provide direct application to field experience. Students assigned to off-campus centers may need to live in the community where the center is located. The College will assist in locating housing if desired, and with other details of the arrangement.

Students are not permitted to schedule courses in conflict with the block during the semester they are enrolled in it, or carry extra-curricular activities which interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. Any exceptions to the above must be approved by the head of the department concerned and by the Dean of Faculty. Students should *not* register for other than the prescribed Professional Block courses without written permission from the Director of Teacher Preparation Programs.

Application for Certification: Following completion of student teaching and near the completion of the program, each student should initiate application procedures for certification. The following criteria must be met for certification in West Virginia:

1. Grade-point Average: 2.50 overall, in education, and in the area(s) of certification.
2. Successful completion of the West Virginia Board of Education Subject Area competency examination.
3. Successful completion of the Comprehensive Examination in the major and in Education (Secondary Certification candidates should see the Director of Teacher Preparation Programs).
4. Successful completion of student teaching and all required course work.
5. Recommendations from the Department and from the student's area of certification.

6. All requirements for the initial degree must be met.

Note: Graduation from Bethany College does not guarantee certification in the state of West Virginia. The student must meet all the criteria for certification as determined by the College and by the West Virginia Board of Education.

All required testing can be arranged through the Director of Teacher Preparation Programs at the appropriate times in the student's career at Bethany College.

The student may be recommended for full certification at the initial level, or may be eligible for a temporary permit. A student who fails to meet criteria may be denied recommendation. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Education Courses

EDUC 201 Human Development I **4 hours**

The study of individual and group development from infancy to adolescence. Observation and first-hand contacts with children are included. Educational programs are considered in terms of the total child development. May be taken for credit as SOWO 201. *Freshmen not admitted.*

EDUC 202 Human Development II **4 hours**

The study of individual and group development from adolescence through senescence. Applications are made in relation to learning theory, self-understanding, and preparation for working with young people. May be taken for credit as SOWO 202. *Freshmen not admitted.*

EDUC 242 Principles and Curriculum of the Public School **2 hours**

An introductory course exploring the goals of education and their implementation, the role of the teacher, and professional concerns while applying the concepts of human development.

EDUC 275 Student Development in Higher Education **2 hours**

A study of the philosophy of higher education and the development of the individual student within the college environment. Emphasis is placed upon personal growth, communication skills, group dynamics, and residence hall programming. Didactic and experiential learning in the areas of personal, academic, and vocational counseling is included. *Enrollment limited to Resident Assistants.*

EDUC 300-309 Issues in Education

Courses focusing on special topics in Education for majors and non-majors.

EDUC 300 Juveniles, Law, and School **4 hours**

A review of the social and legal status of juveniles to 1899, through the Warren Court, and today. Law libraries, Supreme Court decisions, juvenile authorities, detention centers, and school and college authorities will provide applications for the basic concept of justice as it applies to juveniles in this country.

EDUC 301 Educational Ethnography: Field Research in the Schools **4 hours**

An investigation of the process of constructing, through direct observation, a theory of the working of a particular culture (i.e., schools). Students study the theoretical base, rationale, and methodology used in collecting and analyzing data by means of an ethnographic approach.

EDUC 344 Teaching Skills Laboratory **Non-credit**

The study and practice of specific teaching skills related to the technical and media areas of education. Students must complete the required work prior to student teaching. Information related to the course work is available from the Department office.

EDUC 345 Methods and Content in Elementary and Middle Childhood I: Mathematics **4 hours**

The practical application of arithmetical skills, including the understanding of fundamental processes, comparison of different philosophies in teaching arithmetic, the elements of modern math, and the theoretical and practical application of the metric system at all levels of the

curriculum. Classroom experience in public schools. *Prerequisites: MATH 250 or permission of the instructor; EDUC 242.*

EDUC 346 Methods and Content in Elementary and Middle Childhood II: Language Arts **4 hours**

An exploration of teaching the skills of reading, listening, speaking, and writing as they relate to the total curriculum. Emphasis on teaching of reading and the integration of the related areas in language arts. Students are expected to demonstrate competence in appropriate audio-visual aids. Classroom experience in public schools. *Prerequisite: EDUC 242.*

EDUC 348 Professional Practicum **4 hours**

An experience to prepare the prospective teacher for a professional role as observer and participant in the classroom. *Prerequisite: EDUC 242.*

EDUC 350 Reading: Diagnosis and Prescription **2 hours**

The study of methods for dealing with reading disabilities within the content areas. Format will include diagnosis of specific problems and their origins as well as prescription for correction and remediation. Those enrolled in the course will participate in laboratory situations to tutor disabled readers. (To be taken following or concurrent with EDUC 346.)

EDUC 355 Mathematics: Diagnosis and Prescription **2 hours**

The study of methods for dealing with corrective and remedial situations in mathematics. Format will include diagnosis of specific problems and their origins as well as prescription for corrections and remediation. Those enrolled in the course will participate in laboratory situations to tutor students with problems in mathematics. (To be taken following or concurrent with EDUC 345.)

EDUC 401 History and Philosophy of Education **2 hours**

A study of the development of modern education in social, historical, and philosophical perspective, emphasizing backgrounds of present practices, current problems, and issues. Current practice is analyzed in terms of philosophic rationale and applications are made to the school situation.

EDUC 428 Principles and Techniques of Secondary Education **4 hours**

An examination of aims, functions, and curriculum organization of middle, junior high, and senior high schools. Basic strategies, materials, and techniques, including evaluation applicable to teaching, are integrated with a full semester of student teaching in schools. Certification and employment procedures, professional practices, and continuing education are also considered. *Prerequisite: EDUC 348.*

EDUC 440 Teaching Reading in the Content Areas **2 hours**

An introduction to diagnostic and prescriptive teaching techniques for the remedial reader and the higher order cognitive skills will be included. *Prerequisite: EDUC 348.*

EDUC 447 Methods and Content in Elementary and Middle Childhood III: Science **2 hours**

The study of the concepts of the sciences approached through various methods, including unit study, inquiry, experimentation, and the process approach. Practical application in school situation. *Prerequisite: EDUC 348.*

EDUC 448 Methods and Content in Elementary and Middle Childhood IV: Social Studies **2 hours**

The study of the concepts of social studies approached through various methods, including unit study, inquiry experimentation, and the process approach. Practical application in school situation. *Prerequisite: EDUC 348.*

EDUC 470 Observation and Directed Teaching **4 or 8 hours**

Directed full-semester or half-semester observation and student teaching in schools with partial assignments in appropriate grade levels; to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make applications for student teaching prior to advance registration. Other course or activities which might interfere with student teaching are not permitted. (Concurrent with enrollment in the Education Block. CR/NCR only.)

EDUC 475 Professional Internship **4 hours**
Participation in an adult training and/or educational program appropriate to the student's area of study and potential employment. Students will apply the skills and knowledge gained in previous courses.

EDUC 480 Methods and Materials in Teaching **2 or 4 hours**
See courses numbered 480 offered by Biology, Chemistry, English, Fine Arts, Foreign Languages, General Sciences, Mathematics, Physical Education, Physics, Psychology, and Social Sciences.

EDUC 484 Methods of Teaching English as a Foreign Language **2 hours**
A directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring.

EDUC 487-488 Independent Study **2 or 4 hours**

EDUC 490 Senior Project **2-8 hours**

Special Education Courses

SPED 205 Introduction to the Exceptional Learner **2 hours**
A study of recent social, legal, and educational trends related to the handicapped student and of the characteristics and educational methods for various areas of exceptionalities. This course is designed to serve as an integral part of the preparation of teachers of Specific Learning Disability students and others who are involved with exceptional students educationally.

SPED 206 Educating the Specific Learning Disabilities Student **4 hours**
An introduction to the characteristics of the Specific Learning Disability (SLD) student and models of intervention, mainstreaming, and roles of resource room, consulting room, and teachers of self-contained classrooms. A field placement is required for this course. *Prerequisite: SPED 205.*

SPED 300-309 Issues in Special Education **2 or 4 hours each**

SPED 300 Teaching Exceptional Students in Mainstream Classes **2 hours**
An introduction to the instruction of exceptional children within the mainstream. Characteristics of exceptional learners, instructional strategies, the responsibilities of classroom teachers in the referral process, and significant legislation and its implications are emphasized.

SPED 310 Assessment and Evaluation for Learning Disabilities **2 hours**
The study of a variety of assessment instruments for the purpose of educational evaluation, placement, diagnosis, and intervention. Students administer formal tests and develop informal tests as a means of acquiring skills with standardized, norm-referenced, criterion-referenced, diagnostic, and achievement tests to provide appropriate educational programs for the learning disabled student.

SPED 320 Teaching Methods for Specific Learning Disabilities: Early and Middle Childhood **2 hours**
A study of SLD methods for early and middle childhood that stresses intervention strategies for different levels of severity. This course is designed to instruct Specific Learning Disability (SLD) teachers in methods and models of intervention and synthesis of the diagnostic-prescriptive model. *Prerequisite: SPED 206.*

SPED 410 Tests and Measurements **2 hours**
The study of variety of assessment instruments for the purpose of educational evaluation placement, diagnosis, and intervention. Students administer formal tests and develop informal tests as a means of acquiring skills with standardized, norm-referenced, criteria-referenced, diagnostic, and achievement tests to provide appropriate educational programs for the learning disabled student. (May be taken for credit as PSYC 410.) *Prerequisite: EDUC 348.*

SPED 470 Observation and Directed Teaching: Specific Learning Disabilities **4 hours**
A directed half-semester observation and student teaching in schools with partial assignments in appropriate specific learning disabilities placements, to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make application for student

teaching prior to advance registration. Other course or activities which might interfere with student teaching are not permitted. (Concurrent with enrollment in the Education Block. CR/NCR only.)

SPED 475 Professional Internship **4 hours**
Participation in an adult training and/or educational program appropriate to the student's area of study and potential employment. Students apply the skills and knowledge gained in previous courses.

Social Work Courses

SOWO 120 Introduction to Social Welfare and Social Work **2 hours**
An examination of the origin and development of social welfare as an institution in the United States. Examination of the role of the social worker, and the place of the profession in society. Arranged field experience.

SOWO 125-150 Special Topics in Social Work **2 or 4 hours each**
Seminars in this category take up special topics of mutual concern to faculty and students.

SOWO 125 Family and Child Welfare **2 hours**
A comprehensive study of the principal child welfare services. It begins by defining child welfare, placing it as a field of practice within social work, and presents a scheme for the categorization of child welfare problems in terms of role theory. It provides a historical perspective on how and why welfare services developed to describe the current socioeconomic context in which they operate. Topics covered include adoption, child abuse and neglect, day care, foster care, and other child caring institutions.

SOWO 128 Dysfunctional Families **2 hours**
This course examines the structure and function of the dysfunctional family. Students explore differences in makeup of functional and dysfunctional families and discuss role-formation within the dysfunctional family structure. (Offered only during January Term.)

SOWO 130 Alcohol Use & Abuse **2 hours**
A presentation of alcohol education to those interested in better understanding the effects of alcohol on individuals, families, and the community at large. Topics for study include the use and misuse of alcohol throughout history, effects of alcohol on the human body, personal and societal costs of drinking, etiology of alcoholism, and considerations for special populations.

SOWO 135 Working With the Aged **2 hours**
A study of the biological , psychological, social, economic, cultural, and spiritual factors of the aged in society. The course is overview for persons in the helping professions who want to work with older people individually or with members of families, groups, or organizations. Research efforts are presented that illuminate our present knowledge about various aspects of aging and about the heterogeneous elderly population in the United States.

SOWO 140 Appalachian Culture and Lifestyle **2 hours**
A study of the cultural and lifestyle characteristics unique to the Appalachian region. Emphasis is placed on the aspects of rural community living and the societal impact on individuals based on economic, political, and geographical constraints.

SOWO 145 Women's Issues Across the Life Span **4 hours**
An examination of the dilemmas facing women at various points throughout the life cycle. The study will include an exploration of the historical underpinnings of the women's movement, formation of female gender identity in childhood, followed by emphasis on adulthood, middle adulthood, and the later years of life.

SOWO 151-159 **1 hour each**
These courses are Activity courses and may be taken on a CR/NCR basis only.

SOWO 151 Students Offering Support

SOWO 152 Self-Defense and Rape Prevention

SOWO 201 Human Development I 4 hours

The study of individual and group development from infancy to adolescence. Observation and first-hand contacts with children are included. Educational programs are considered in terms of total child development. (May be taken for credit as EDUC 201.) *Freshmen not admitted.*

SOWO 202 Human Development II 4 hours

The study of individual and group development from adolescence through senescence. Applications are made in relation to learning theory, self-understanding, and preparation for working with young people. (May be taken for credit as EDUC 202.) *Freshmen not admitted.*

SOWO 220 Social Welfare Policies and Services 4 hours

The examination of the social political and economic context of social welfare policies and programs. Analysis of specific policy issues and their implications for professional social work practice.

SOWO 310 Human Behavior and the Social Environment 4 hours

An exploration of the person as an individual with the continuing potential for growth and change. The developmental process of the individual across the life span is studied with an emphasis on interaction with the social environment. The bio-psycho-socio-cultural determinants of behavior are studied integrating knowledge of the person-in-his/her situation. *Prerequisites: BIOL 100, 167.*

SOWO 340 Research Methods and Statistics 4 hours

An introduction to the study and use of qualitative and quantitative methods. It includes both statistical and sociological analysis of social phenomena. The statistical study deals with numbers, frequencies, means, variance, regressions, multivariate analyses and SPSS. The sociological study deals with the process of conducting social research, application of statistics, and computer technology. (May be taken for credit as SOSC 340.) *Prerequisites: MATH 281.*

SOWO 350 Social Work Practice I 4 hours

The first course in knowledge, skill, and value development for generalist practice. Basic theories and concepts undergirding skills for professional social work practice. Study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection, and case recording are explored and practiced. Required field experience.

SOWO 352 Social Work Practice II 4 hours

The second course in knowledge, skill, and value development for generalist practice. In-depth and advanced examination of the social work process. Problem solving and intervention strategies are studied in relation to prevention, maintenance, and rehabilitation. The skill of social work practice is explored in the context of current programs and practice methods. Required field experience.

SOWO 455 Social Work Practice III 4 hours

The third course in knowledge, skill, and value development for generalist practice. Provides advanced professional knowledge which examines problems and issues of social work practice. The transitional role of the student moving from an undergraduate academic setting to the world of work and/or graduate study will be explored. Need for specific content not previously available to the student is arranged. Required field experience.

SOWO 470 Field Placement 12 hours

An educationally directed internship experience in a social welfare agency or program as a social work practitioner. The field experience involves five full days each week during the fall semester of the senior year. The placement is designed to test and increase student practice skills with the goal of self direction and the appropriate use of supervision and consultation within the social work practice setting.

SOWO 487-488 Independent Study 2 or 4 hours

Studies may be planned as extensions of, or separate from, existing Social Work offerings.

SOWO 490 Senior Project 2-8 hours

Study is a directed research project in a specialized concentration of social work practice designed to allow the student to integrate both the field placement experience and academic knowledge.

Sociology Courses

SOCI 100 Introduction to Sociology	4 hours
An introduction to basic concepts and perspectives of the study of society. Includes analysis of principal institution and social processes.	
SOCI 145 Homeless and Homelessness	2 hours
This course is a study of the homeless and homelessness. Emphasis is on the understanding and identification of socio-cultural and economic theories explaining the homeless and on the study of various roles of government and social services for the homeless. Included is visiting the homeless people in Wheeling. (Offered only during January Term.)	
SOCI 205 Social Problems	4 hours
The analysis of fundamental and continuing problems and dilemmas, such as crime and delinquency, racial and ethnic relationships, health care and maintenance, employment, housing, poverty, and environmental issues.	
SOCI 210 Race and Minority Concerns	2 hours
A survey of racial, cultural, ethnic, age, and sexual diversity with emphasis on the effects of prejudice and discrimination on minorities.	
SOCI 340 Research Methods and Statistics	4 hours
An introduction to the study and use of qualitative and quantitative methods. It includes both statistical and sociological analysis of social phenomena. The statistical study deals with numbers, frequencies, means, variance, regressions, multivariate analyses, and SPSS. The sociological study deals with the process of conducting social research, application of statistics, and computer technology. (May be taken for credit as SOWO 340.) <i>Prerequisite: MATH 281.</i>	
SOCI 487-488 Independent Study	2 or 4 hours
Studies may be planned as extensions of, or separate from, existing Department offerings.	

English

Aims

To help students develop and maintain the ability to write clear and effective English; to guide them toward an increased understanding and critical appreciation of their literary heritage; to help prepare them for graduate and professional study. In addition, the department provides programs that prepare students for certification as teachers of English and Language Arts.

Requirements for Major

All students are required to take the following courses in the department:
ENGL 170 and 180 (English Education students may substitute ENGL 140); 325-326; 341-342; 477; 490.

In addition each student must complete one of the following tracks:

English: Required are twelve additional credit-hours in specialized and/or advanced courses offered by the English Department; INTD 251 and 252. Recommended is a minor related to the student’s special interests or vocational plans.

English Education: Required are the following courses:
ENGL 210; FINA 220; EDUC or ENGL 289 or 290; EDUC 340; FORL or ENGL 371; ENGL 372; ENGL 375; EDUC or ENGL 480; EDUC or ENGL 483; one course selected from the following: INTD 251, INTD 252, ENGL 266, ENGL 268. To be recommended for certification, the student must also complete the courses in the

Professional Education sequence described on p. 60 of this **Bulletin**. *The following English courses are prerequisite to student teaching: ENGL 375, 483, 480.*

A student majoring in English is expected to earn a minimum grade of C in all courses in the Department.

Students planning to attend graduate or professional schools should prepare to meet foreign language reading requirements.

Requirements for Minors

American Literature: four hours from ENGL 140 150, 170, 180; 341-342; eight additional credit-hours in English courses devoted to American writers with the following recommended: 263-264 and one 400-level seminar.

British Literature: four hours from ENGL 140, 150, 170, 180; 325-326, eight additional credit-hours in English courses devoted to British writers with the following recommended: 261, 262, 271, 272, and one 400-level seminar.

Writing and Language: four hours from ENGL 140, 150, 170, 180; 205; 209; 210; 371; 372; 375; a minimum of two additional credit-hours selected from the following: 211, 213, 351, and 483.

Courses

ENGL 100 College Composition

4 hours

A basic course for training and practice in the process of writing effective essays from the prewriting stage through final revision and polishing. Emphasis is on audience and purpose, point of view, organization, and style. Formal assignments encourage students to write the types of essays they are likely to encounter in other college courses, including documented reports.

ENGL 120 Expository Writing

Non-credit

An intensive course for training and practice in writing essays. (Required of all students who have not met the writing proficiency requirement before the beginning of their seventh semester. Not open to others.)

ENGL 125 Expository Writing Workshop

2 hours

An intensive course for training and practice in writing clear and effective expository prose. After an initial diagnosis, an individual program is designed for each student. (Offered only during January Term as a substitute for ENGL 100 and an alternative to ENGL 120. May not be taken on a credit-no credit basis.)

ENGL 140 Introduction to Literature

4 hours

An introduction to the study of poetry, drama, and fiction. Emphasis is on the development of techniques for the analysis and evaluation of poetry, drama, and fiction and on the writing of literary essays.

ENGL 150 Honors Freshman English

2 hours

An introduction to the principles of critical reading and writing and to the analysis of literary texts. Intensive practice in expository and imaginative writing. A course for freshmen of superior ability and accomplishment. (Enrollment by invitation only.)

ENGL 160 Introduction to Film

4 hours

An introduction to the study the film as a technical artifact, an art object, a mirror of society, and a moral statement. Students view twelve classic films such as Chaplin's *City Lights*, Resnais's *Hiroshima Mon Amour*, Bergman's *Virgin Spring*, and Hitchcock's *Psycho*. Fee. \$15. (May be taken for credit as FINA 160.)

ENGL 170 Introduction to Poetry

2 hours

A study of poetic forms and techniques, with some consideration of the historical development of poetry in English. Emphasis is on developing the student's ability to read, understand, and evaluate poems.

ENGL 180 Introduction to Fiction **2 hours**

A study of form and technique in fiction, with special emphasis on narrative strategy and story telling techniques. Emphasis on developing the student's ability to read, understand, and evaluate stories and novels.

ENGL 205 Writing for Business and Industry **2 hours**

An introduction to writing formal and informal reports, summaries, business letters, job descriptions, applications, and resumes. Each student completes approximately 10 writing assignments. *Prerequisite: ENGL 100 or demonstrated competence in expository writing.*

ENGL 209 Technical Writing **4 hours**

A workshop for training and practice in the written communication of specialized information to audiences with varying levels of knowledge. Emphasis is on the analysis of audiences and purposes, the selection and organization of information, the creation of informative graphics, and the manipulation of conventional formats to develop concise and effective instruction sets, descriptive analyses, abstracts, occurrence reports, literature reviews, feasibility studies, proposals, investigative reports, and other types of writing usually required of professionals. Students make use of the College's computer facilities for word processing and for generating graphs, charts, and lists.

ENGL 210 Creative Writing **2 hours**

An intensive workshop for training and practice in the creative aspects of expository and imaginative writing. Students write essays, sketches, short fiction, poems, and dramatic scenes. (Required for students preparing to teach secondary school English. Enrollment limited to 15 students with preference given to juniors and seniors. May be repeated once for additional credit.) *Prerequisite: ENGL 100 or the equivalent.*

ENGL 211 Poetry Writing Workshop **2 hours**

An intensive workshop for training and practice in the writing of poetry. Limited enrollment. *Prerequisite: ENGL 100 or permission of the instructor.*

ENGL 212 Fiction Writing Workshop **2 hours**

An intensive workshop for training and practice in the writing of fiction. Limited enrollment. *Prerequisite: ENGL 100 or permission of the instructor.*

ENGL 222 Workshop in Imaginative Writing **2 or 4 hours**

A workshop for intensive practice in writing poetry, short fiction, and drama. Students engage in the following activities: studying elements of the forms of imaginative writing and examples of their use by published authors; experimenting with techniques for generating ideas, transforming ideas into drafts of imaginative works, and perfecting preliminary drafts; clarifying their own concepts of writing and their roles as writers; working on their own poetry, drama, and short fiction; reading, analyzing, evaluating, and discussing the work of other students. (Offered only during January Term.)

ENGL 233 Advanced Expository Writing **2 hours**

An examination of and intensive practice in writing expository prose with emphasis upon the achievement of literary excellence. (Enrollment limited to 15 students with preference given to juniors and seniors.) *Prerequisite: ENGL 100 or the equivalent.*

ENGL 261-262 British Novel I and II **2 hours each**

A study of the development of the British novel from the 18th century to the present. 261: Defoe through Dickens. 262: Hardy to the present.

ENGL 263-264 American Novel I and II **2 hours each**

A study of the development of the American novel from the 19th century to the present. 263: Beginnings through World War I. 264: 1920s to the present.

ENGL 266 Masterpieces of Western Literature **4 hours**

A study of major works from the Middle Ages through the nineteenth century. Such works as the following will be considered: Dante's *Divine Comedy*, Rabelais' *Gargantua and Pantagruel*, Cervantes' *Don Quixote*, Swift's *Gulliver's Travels*, Goethe's *Faust*, and Tolstoy's *Anna Karenina*.

ENGL 268 Modern World Literature **4 hours**

A study of the work of writers representing the diverse cultural traditions of the modern world. In addition to the works representing the western tradition, works will be studied representing such traditions as the Eastern European, the Middle Eastern, the African, the Latin American, and the Oriental.

ENGL 271-272 Shakespeare I and II**2 hours each**

A rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as FINA 271-272.)

ENGL 280-288 Colloquium in Literature**2 or 4 hours each**

A series of courses for the discussion of special topics in literature. (Enrollment in each course limited to 20 students.)

ENGL 281 Women and Literature: Fiction**2 hours**

A study of fiction by and about women. Fictional representations of women in adolescence, marriage, vocation, and old age will be studied, as well as literary responses to the roles of sister, friend, wife, daughter, and mother. Special emphasis will be placed on the role of reading fiction in women's lives.

ENGL 282 Women and Literature: Non-Fiction**2 hours**

A study of non-fiction by and about women. Modes and genres to be represented include essays, memoirs, interviews, letters, and journals. Emphasis will be placed on works which examine women in adolescence, marriage, vocation, and old age, as well as the struggle of women to understand themselves as sisters, friends, wives, daughters, and mothers. Special emphasis will be placed on the role of writing in women's lives.

ENGL 283 African-American Fiction**2 hours**

A study of fiction by 20th century African-American writers. Works by Wright, Hurston, Ellison, Baldwin, Reed, Walker, and Morrison will be examined.

ENGL 287 The Fiction of Southern Women**2 hours**

An analysis and evaluation of novels and short stories written by women authors from the southern United States, from Kate Chopin to Alice Walker. Emphasis is on both the literary and social aspects of the works studied.

ENGL 288 Sports in Literature**2 hours**

A study of fiction, poetry, and autobiographical sketches which focus on sports and athletes. Emphasis is on the study of the works as literature and on the ways in which sports may be used as a means of presenting significant issues. (Offered only during January Term.)

ENGL 289 Children's Literature**2 hours**

An examination of literature for children, including consideration of background and history, current works, skills for critical analysis, and approaches to using literature. Students enrolled in the course work with children. (May also be taken for credit as EDUC 289.)

ENGL 290 Literature and Adolescence**2 hours**

The examination of important works about or of special interest to young people of junior high school through high school age. Techniques of presenting the works are considered. Readings are primarily in short stories and novels. (May also be taken for credit as EDUC 290.)

ENGL 292 Films of Alfred Hitchcock**2 hours**

A study of selected films directed by Alfred Hitchcock. Emphasis is on film aesthetics and on cinematic techniques and thematic concerns which are characteristic of Hitchcock's films. At least ten films are screened. Among films studied are *The Lodger*, *Blackmail*, *The 39 Steps*, *Shadow of a Doubt*, *Notorious*, *Vertigo*, *Rear Window*, and *Psycho*. (Offered only during January Term.)

ENGL 293 Films of Woody Allen**2 hours**

A study of representative films by Woody Allen. Emphasis is on aesthetic changes in Allen's films, the diversity of his thematic concerns, the evolution of his concept of comedy, his creation of a cinematic persona. Films studied include *Bananas*, *Sleeper*, *Annie Hall*, *Manhattan*, *Interiors*, *Stardust Memories*, *Hannah and Her Sisters*, and *Crimes and Misdemeanors*. (Offered only during January Term.)

ENGL 325-326 British Literature I and II**4 hours each**

An analysis of the development of British literature from the beginning through the Victorian Period. First semester: from *Beowulf* through Milton. Second semester: from the Restoration to the present. *Prerequisite: ENGL 140 or 170 and 180 or permission of the instructor.*

ENGL 341-342 American Literature I and II**4 hours each**

An examination of the development of American literature from the Colonial Period to the present with emphasis upon the writers of the 19th and 20th centuries. *Prerequisite: ENGL 140 or 170 and 180 or permission of the instructor.*

ENGL 351 Literary Criticism**4 hours**

A study of the history of literary criticism, literary theory, and applied approaches to literary criticism. Special emphasis is on the preparation of essays which apply various theories and demonstrate various critical points of view.

ENGL 371 Introduction to Linguistics**2 hours**

A study of basic concepts and terminology of linguistics. (May be taken for credit as FORL 371.)

ENGL 372 Development of Modern English**2 hours**

An introduction to the history of the English Language from its Anglo-Saxon beginnings to the present. *Prerequisite: ENGL 371 or FORL 371.*

ENGL 375 English Grammar**2 hours**

The description and analysis of the grammar of the English language. Various grammatical systems are considered, such as the traditional, the structural, and the transformational-generative.

ENGL 440-449 Seminar in British Literature**2 or 4 hours each**

The advanced study of an author, period, movement, or tradition in British literature. (Enrollment in each course limited to 12 students. Topics change regularly.) *Prerequisite: previous study of the period, movement, or tradition in a survey course.*

ENGL 442 Renaissance Literature and Christian Epic**4 hours**

A study of the development of Christian epic from Tasso to Spenser and Milton. Emphasis on the use of allegory and the structure of the heroic poem. *Prerequisite: ENGL 325; INTD 252.*

ENGL 444 Age of Johnson**4 hours**

A study of the major prose, poetry, and drama of the mid-eighteenth century with emphasis upon the work of Samuel Johnson and the members of his circle, including Boswell, Goldsmith, and others.

ENGL 445 Victorian Writers**4 hours**

The investigation of major poems by Tennyson (*In Memoriam* and *Idylls of the King*) and Browning (*The Ring and the Book*), poems and criticism by Matthew Arnold, and novels by Dickens, Thackeray, and George Eliot.

ENGL 446 Johnson and Boswell**4 hours**

A study of the life and selected works of Samuel Johnson and of James Boswell as journalist and biographer.

ENGL 449 British Romanticism**4 hours**

A study of major British authors of the Romantic Period and the influences upon them. The course is an investigation of imaginative works of various genres and of biographical and philosophical works of the period. Emphasis is on writers such as Blake, Mary and Percy Byssche Shelley, William and Dorothy Wordsworth, Coleridge, Byron, and Keats.

ENGL 450-459 Seminar in American Literature**2 or 4 hours each**

The advanced study of an author, period, movement, or tradition in American literature. (Enrollment in each course limited to 12 students. Topics change regularly.) *Prerequisite: previous study of the period, movement, or tradition in a survey course.*

ENGL 450 Recent American Literature**4 hours**

A study of American poetry, drama, and fiction since World War II. Emphasis is on the analysis of works representing the various ideas, techniques, styles, and movements characterizing the writing of the last forty-five years.

ENGL 451 Short Fiction in the Romantic Period**2 hours**

A study of tales, fictional sketches, short stories, and novellas written in the United States from the early nineteenth century to the Civil War. Emphasis is on the development of short fiction during the period and on the analysis and evaluation of particular works. Writings by such authors as Poe, Irving, Hawthorne, and Melville are considered.

ENGL 455 Modern American Drama**4 hours**

An analysis and evaluation of literary and dramatic aspects of plays by American writers from 1920 to 1960. Emphasis is on playwrights and plays important to the development of the modern American dramatic tradition and on plays of literary merit which remain theatrically viable. Among the works studied are plays by Eugene O'Neill, Clifford Odets, Lillian Hellman, William Saroyan, Clare Booth (Luce), Thornton Wilder, Maxwell Anderson, Tennessee Williams, and Arthur Miller. Whenever possible, viewings of recorded productions or adaptations for film will supplement readings.

ENGL 457 Hawthorne, James, and Faulkner**4 hours**

A study of critical and fictional works of Hawthorne, James, and Faulkner. Emphasis is on ideas, themes, and techniques.

ENGL 459 Hemingway and the Twenties**4 hours**

A study of American fiction produced in the 1920's with particular emphasis on works by Ernest Hemingway. Students read such works as *The Sun Also Rises*, *A Farewell to Arms*, *In Our Time*, *The Great Gatsby*, *An American Tragedy*, *Babbitt*, *Cane*, *The Professor's House*. The literature is studied in its historical and cultural context.

ENGL 477 English Seminar**2 hours**

The undertaking of reading and research designed to help students review and organize their knowledge of literature. (Open only to juniors and seniors.) *Prerequisites: ENGL 140 or 170 and 180, 325-326, 341-342 or permission of the instructor.*

ENGL 480 Methods of Teaching English**2 hours**

The exploration of materials and methods of teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement are examined. (May be taken for credit as EDUC 480.)

ENGL 483 Theory and Practice of Teaching Composition**2 hours**

An examination of historical and current theories of composition as a conceptual background for both teaching and writing. Students will study research and theory on the writing process. Students will practice both writing and teaching writing.

ENGL 484 Methods of Teaching English as a Foreign Language**2 hours**

A directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring. (May be taken for credit as EDUC 484.) *Offered upon request.*

ENGL 487-488 Independent Study**2 or 4 hours**

Individual study in any area of English for which the student is qualified. Independent study is offered only in areas not included in other courses in the department. *Prerequisite: Adequate preparation to undertake the study as determined by the instructor.*

ENGL 490 Senior Project**2-8 hours**

Generally consists of a major critical paper on a topic developed from at least one of the student's elective courses in the department. During the junior year, the student should determine an area of interest and make a preliminary investigation of it after consulting with his or her mentor (the faculty member best qualified to assist in the project). Reading and research should continue during the student's senior year, and much of the final semester should be devoted to preparation of the paper. Sometimes the project may take other forms. Students wishing to undertake an unusual project must consult with the head of the department no later than the beginning of the fourth semester. Credit for the senior project is not included in the total number of hours required for concentration in English.

Fine Arts

Aims

The Fine Arts Department provides study in music, theatre, and the visual arts. The purpose of the department is to give expression to the historical and aesthetic unity of the various forms and modes of fine arts and to enhance this understanding with creative experience.

Requirements for Major

All majors in the department must take FINA 101, 102, 103, 477, a senior project; INTD 251, 252.

In addition to the courses required of all departmental majors, students majoring in Fine Arts are required to complete one of the following emphases:

Art: FINA 200, 201, 203, 211, 212, 311, 312. In addition, a four credit-hour course in 3-D or in graphics design from the Communications Department is recommended.

Music: FINA 150; 8 hours from 240, 241, 242, and 243; 4 hours from 340, 341, 342, 343; 350, 450; proficiency at the keyboard. In addition, private music lessons are recommended.

Theatre: FINA 151, 152, 153, 220, 230, 271 or 272, 320, 420; ENGL 210. Participation in theatrical productions is recommended.

Requirements for Minors

Music: FINA 102, 150; 8 hours from 240, 241, 242, and 243; 2 hours from 340, 341, 342, 343, 350, 450.

Studio Art: FINA 101, 200, 203, 211, 212.

Theatre: FINA 103, 151 or 152, 153, 220, 225, 230, 235, 320, 420.

Courses

FINA 101 Introduction to Art **4 hours**
An historical and aesthetic study of the visual arts from the ancient world to the present. Representative masterworks of art are studied, and consideration is given to aesthetic functions and values.

FINA 102 Introduction to Music **4 hours**
An historical and aesthetic study of music from Gregorian Chant to the present. Representative masterworks of music are studied, and consideration is given to aesthetic functions and values.

FINA 103 Dramatic Literature and Theatre Development **4 hours**
A survey of drama and theatre architecture and design with emphasis on both primary and secondary literature in both historical and aesthetic context.

FINA 105-106 College Choir **1 hour each**
Preparation for performance of choral music. (Activity course: CR/NCR only.) *Enrollment by audition.*

- FINA 107-108 Instrumental Ensemble** **1 hour each**
Preparation for performance of standard ensemble literature according to instrumentalists available. (Activity course: CR/NCR only.) *Enrollment by audition.*
- FINA 109-110 Jazz-Rock Ensemble** **1 hour each**
Preparation for performance of contemporary jazz and rock arrangements. (Activity course: CR/NCR only.) *Enrollment by audition.*
- FINA 111-112 Piano** **1 hour each**
Private instruction in the techniques, theory, and literature of the piano. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*
- FINA 113-114 Strings** **1 hour each**
Private instruction in the techniques, theory, and literature of violin, viola, cello, or bass. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*
- FINA 115-116 Winds** **1 hour each**
Private instruction in the techniques, theory, and literature of the brass and woodwind instruments. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*
- FINA 117-118 Voice** **1 hour each**
Private instruction in the technique, theory, and literature of voice. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*
- FINA 119-120 Guitar** **1 hour each**
Private instruction in the techniques, theory, and literature of the guitar. (Activity course: CR/NCR only.)
- FINA 125 Art Activities in the Elementary Schools** **2 hours**
A study of the theories and goals of art education in the elementary school with emphasis on the child's growth and development through art. Exploration of art techniques is included.
- FINA 130 Song Writing** **2 hours**
This course is an introduction to song writing. It provides students with a basic understanding of chords, scales, keys, and musical forms and considers the decisions made when writing songs. Songs of various styles (such as pop, rock, and jazz) from the past fifty years are analyzed and used as models. Each student should have a basic understanding of an instrument (the ability to play a major scale and some major and minor chords). Enrollment limited to fifteen students. (Offered only during January Term.)
- FINA 140 The Art and Spirituality of Rome: A Sacred Marriage** **2 hours**
This course is an on-location study in Rome of the art and architecture of the Early Christian Renaissance and Baroque periods and their relationship, both stylistic and subjective, to the pilgrimage of the Christian people. Enrollment is limited. (May be taken for credit as RELS 140. Offered only during January Term.)
- FINA 143 Clay: Handbuilding Techniques** **2 hours**
This course is an introduction to the possibilities available with handbuilding techniques, including pinch, coil, and slab methods, to create functional pottery and abstract sculpture from ceramic clay. (Offered only during January Term.)
- FINA 150 Harmony-Solfeggio-Eurythmics I** **2 hours**
An analysis of harmonic derivation, chord function, and harmonizations. The course also includes an introduction to sight singing, one and two-part dictation, rhythm, and improvisation. (Required of all students majoring in Elementary Education.)
- FINA 151 Fundamentals of Stage Construction** **2 hours**
- FINA 152 Theatre Lighting** **2 hours**
- FINA 153 Theatre Make-up** **2 hours**
- FINA 154 Costuming** **2 hours**
- FINA 155 Scene Painting** **2 hours**

FINA 160 Introduction to Film **4 hours**

An introduction to study the film as a technical artifact, an art object, a mirror of society, and a moral statement. Students view twelve classic films such as Chaplin's *City Lights*, Resnais's *Hiroshima Mon Amour*, Bergman's *Virgin Spring*, and Hitchcock's *Psycho*. Fee. \$15. (May be taken for credit as ENGL 160.)

FINA 200 Introduction to Two-Dimensional Design **4 hours**

An introduction to the theories and practice of two-dimensional design; study of the elements and materials in relation to design potentials with practical applications.

FINA 201 Introduction to Three-Dimensional Design **4 hours**

An introduction to the theory and practice of three-dimensional design. Consideration is given to the relation between the design potential of various materials and their practical applications.

FINA 203 Printmaking **4 hours**

The study of printmaking processes emphasizing creative expression through such techniques as relief, intaglio, planography, and serigraphy.

FINA 206 Interpersonal Communication: Public Speaking **4 hours**

An introduction to the dynamics of communication: levels of interaction between speaker and listener; developing the use of voice and non-verbal signals; understanding oral style in language and logical argument in public speaking; focus on the design and delivery of short speeches and on critical listening. (May be taken for credit as COMM 206.)

FINA 210 Ceramics I **4 hours**

A concentrated study of the history and various techniques of ceramic art, including studio experience in forming, firing, and glazing pottery and ceramic sculpture.

FINA 211 Drawing I **4 hours**

A concentrated study of the aesthetics and techniques of drawing, including studio experience in such fundamentals as proportion, perspective, and value.

FINA 212 Painting I **4 hours**

A concentrated study of the aesthetics and techniques of painting, including studio experience in the fundamentals of composition, color, style, and materials.

FINA 213 Sculpture I **2 hours**

The course emphasizes creative expression in three-dimensional forms. Students work with materials that are readily available and easily handled such as wood, wire, plaster, and clay. *Prerequisite: FINA 201 or permission of the instructor.*

FINA 220 Beginning Acting **2 hours**

A study of movements, various styles, improvisations, projections of character, and speech technique. The course includes a 10-20 minute planned and rehearsed program that demonstrates skills acquired in improvisation and body and voice techniques.

FINA 225 Dance for Non-Dancers **2 hours**

The development of beginning dance skills with emphasis upon improvisational dance modes and creative body language.

FINA 230 Children's Theatre **2 hours**

The development of techniques required in writing for and performing before children.

FINA 235 Musical Comedy **2 hours**

A study of musical comedy scores and libretti, basic principles of musical comedy singing, dancing, and acting, and other fundamentals of the genre.

FINA 240 Baroque Composers **4 hours**

A course emphasizing such major Baroque composers as Monteverdi, Schutz, Vivaldi, Gabrieli, Rameau, Purcell, Handel, J.S. Bach.

FINA 241 Classic Composers **4 hours**

A course emphasizing such Classical composers as Gluck, Haydn, Mozart, Cherubini, and early works by Beethoven.

- FINA 242 Romantic Composers** **4 hours**
A course emphasizing such Romantic composers as the later works of Beethoven, Rossini, Schubert, Berlioz, Mendelsohn, Schumann, Liszt, Wagner, Verdi, Bruchner, Franc, and Brahms.
- FINA 243 Modern and non-Western Composers** **4 hours**
A course emphasizing modern and non-Western composers such as Debussy, Satie, R.V. Williams, Schoenberg, Ives, Bartok, Stravinski, Barber, Schuman, Menotti, Britten, Penderecki, Stockhausen, Glass, Reich, and others.
- FINA 250 Harmony-Solfeggio-Eurythmics II** **2 hours**
An introduction to Schenkerian principles of analysis, harmonization of melodies; intermediate sight-singing and three-and four-part dictation; and intermediate problem in rhythm and improvisation. *Prerequisite: FINA 150.*
- FINA 271-272 Shakespeare I and II** **2 hours each**
A rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as ENGL 271-272.)
- FINA 310 Ceramics II** **2 hours**
A study of problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: FINA 210.*
- FINA 311 Drawing II** **2 hours**
The course provides advanced studio experience in drawing. *Prerequisite: FINA 211.*
- FINA 312 Painting II** **2 hours**
The course provides advanced studio experience in painting. *Prerequisite: FINA 212.*
- FINA 313 Sculpture II** **2 hours**
A study of problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: FINA 213.*
- FINA 320 Advanced Acting** **2 hours**
The course emphasizes scene study as a unit of theatrical form. Scenes from various periods to be directed and performed. Focus on interaction between characters. *Prerequisite: FINA 220.*
- FINA 340 Orchestral Idiom** **2 hours**
A course introducing the student to the symphony, tone poem, suite, overture, and ballet.
- FINA 341 Operatic and Choral Idiom** **2 hours**
A course introducing the student to operatic techniques and conventions.
- FINA 342 Keyboard Idiom** **2 hours**
A course introducing the student to the piano, harpsichord, and organ.
- FINA 343 String and Woodwind Idiom** **2 hours**
A course introducing the student to string and woodwind instruments.
- FINA 350 Counterpoint I** **2 hours**
An introduction to and the writing of species counterpoint (16th century); elementary motet composition; introduction to analytical concepts; binary, ternary, and complex forms and dodecaphonic structures. *Prerequisites: FINA 150, 250.*
- FINA 399 Fine Arts Management** **2 hours**
The study of management principles and practices as applied to agencies and institutions in the various fields of the arts, such as museums, galleries, symphonies, theatres, and others.
- FINA 400 Fritz Kurz Art and Film Workshop** **2 hours**
This course is a workshop for students in advanced two-dimensional art and for students interested in screen writing and film criticism. It is offered as a scholarship funded by Friedrich Kurz (Bethany 1975) and takes place in his home in Sundance, Utah, where art students practice intensively with professional guidance and film students study film criticism, attend films at the Sundance Film Festival, and meet with major independent film directors, producers, and actors. (Offered only during January Term.)

- FINA 416 Opera** **2 hours**
This course is designed to introduce the general student to operatic techniques and conventions. The principal emphasis will be on the ways in which music enhances dramatic elements in operas of Mozart and Verdi. No technical knowledge of music is required.
- FINA 420 Directing** **2 hours**
A study of the fundamentals of staging, blocking, movement, stage business, tempo, script analysis, casting, and rehearsal planning. The course includes preparation of a prompt book for a one-act play to be directed for public performance. *Prerequisite: FINA 220.*
- FINA 450 Counterpoint II** **2 hours**
An introduction to and the writing of inventions and sinfonia (18th century); analysis of non-Western music; and a survey of contemporary analysis. *Prerequisites: FINA 150, 250, 350.*
- FINA 477 Senior Seminar** **2 hours**
This course is a review of the fine arts area concentrating upon the student's area of emphasis.
- FINA 481 Methods and Materials in Teaching Elementary School Music** **2 hours**
The aims and values of elementary school music will be studied, opportunities to develop teaching techniques will be provided, and introductions to standard materials will be made. (Required of all students majoring in Elementary Education.)
- FINA 487-488 Independent Study** **2-4 hours**
- FINA 490 Senior Project** **2-8 hours**
Recommended to begin during the second semester of the junior year.

Foreign Languages

Aims

To familiarize students with the language and literature of the French, German, and Spanish speaking peoples; to help students understand a culture other than their own; and to assist students in preparing for careers requiring foreign language skills. The program also provides students interested in research with a reading knowledge of a foreign language, and it helps travelers to foreign countries acquire basic conversation skills.

Requirements for Major in French, German, or Spanish

A minimum of 28 hours in the target language (not including FREN 110, 120, 230; GRMN 110, 120, 230; or SPAN 110, 120, 230) plus FORL or ENGL 371, and a Senior Project. Required are at least one conversation course (240 or 241), one literature course (351, 352, 357, or 358), and one civilization course (310, 311, 312 or 313). Related course requirements are INTD 251 and 252. All students are expected to spend a minimum of one semester studying in a country where their target language is spoken. To that end, Bethany maintains programs in Heidelberg, Paris, and Pamplona. Students planning to teach a foreign language must complete FORL 480 and 481.

Foreign Language majors should consider developing a strong second field in an area related to career goals and acquiring a working knowledge of an additional foreign language.

Requirements for Minors

For each of the minors in Foreign Languages, 16 hours above the 230 level (third semester) are required.

French: FREN 240, 241, 313, either 351 or 352. (*Study abroad may replace either FREN 240 or 241.*)

German: GRMN 240, 241, 312, either 351 or 352. (*Study abroad may replace either GRMN 240 or 241.*)

Spanish: SPAN 240, 241, either 310 or 311, either 357 or 358. (*Study abroad may replace either SPAN 240 or 241.*)

Requirements for Teaching Certification

French: Only French majors who have completed the following courses will be recommended for state certification to teach French in the secondary schools: FREN 110, 120, 230, 240 or 241, 313, 351 or 352, 4 additional semester hours in French courses; FORL or ENGL 371; FORL 480, 481; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *The following are prerequisite to student teaching: FORL 480, 481; approved study abroad within a French-speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

German: Only German majors who have completed the following courses will be recommended for state certification to teach German in the secondary schools: GRMN 110, 120, 230, 240 or 241, 312, 351 or 352, 4 additional semester hours in German courses; FREN or ENGL 371; FORL 480, 481; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *The following are prerequisite to student teaching: FORL 480, 481; approved study abroad within a German-speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

Spanish: Only Spanish majors who have completed the following courses will be recommended for state certification to teach Spanish in the secondary schools: SPAN 110, 120, 230, 240 or 241, 310 or 311, 357 or 358, 4 additional semester hours in Spanish courses; FORL or ENGL 371; FORL 480, 481; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *The following are prerequisite to student teaching: FORL 480, 481; approved study abroad within a Spanish speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

French Courses

FREN 110 French I

4 hours

This is the first of three courses emphasizing the acquisition of French language skills needed to satisfy basic social requirements in French-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to French cultures and issues. (Oral practice sessions are required. French I is intended primarily for students who have no acquaintance with the language.)

FREN 120 French II

4 hours

The second of three courses: See FREN 110. *Prerequisite: FREN 110 or equivalent.*

FREN 230 French III

4 hours

The third of three courses: See FREN 110. *Prerequisite: FREN 120 or equivalent.*

FREN 240 Conversation and Composition: The Living Language

4 hours

French and American life styles are compared through discussions and compositions designed to improve the student's communication skills in French. *Prerequisite: FREN 230 or equivalent.*

- FREN 241 Conversation and Composition: Francophone World** 4 hours
While improving skills of spoken and written communications in French, the student becomes acquainted with contemporary issues in the French-speaking world. *Prerequisite: FREN 230 or equivalent.*
- FREN 313 France** 4 hours
An introduction to France, with special attention to its political and cultural history, contemporary institutions, activities, customs, and values. Cross-cultural comparisons and contrasts of France and the United States are included. Conducted in English.
- FREN 351 Survey of French Literature I** 4 hours
A survey of French literature from the earliest periods to the end of the 18th century. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: FREN 240, 241 or equivalent.*
- FREN 352 Survey of French Literature II** 4 hours
A survey of French literature of the 19th and 20th centuries. Introduction to *explication de texte* techniques. Readings in French from an anthology and certain reference works. Conducted in French. *Prerequisite: FREN 240, 241 or equivalent.*
- FREN 410 Topics in French Literature** 2 or 4 hours
An advanced literature seminar which highlights major literary movements, genres, and themes from the French-speaking world. *Prerequisite: FREN 351 or 352 or permission of instructor.*
- FREN 487-488 Independent Study** 2 or 4 hours
- FREN 490 Senior Project** 2-8 hours

German Courses

- GRMN 110 German I** 4 hours
This is the first of three courses emphasizing the acquisition of German language skills needed to satisfy basic social requirements in the German-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to German culture and issues. (Oral practice sessions are required. German I is intended primarily for students who have no acquaintance with the language.)
- GRMN 120 German II** 4 hours
The second of three courses: See GRMN 110. *Prerequisite: GRMN 110 or equivalent.*
- GRMN 230 German III** 4 hours
The third of three courses: See GRMN 110. *Prerequisite: GRMN 120 or equivalent.*
- GRMN 240 Conversation and Composition I** 4 hours
A discussion of life in Germany. Designed to improve communication skills. Brief oral and written reports. *Prerequisite: GRMN 230 or equivalent.*
- GRMN 241 Conversation and Composition II** 4 hours
The course is designed to improve skills of spoken and written communication in German through a focus on contemporary problems. *Prerequisite: GRMN 230 or equivalent.*
- GRMN 302 German Business Correspondence** 2 hours
The course is designed to prepare students for possible employment in German-American firms through the development of skills in business letter writing and familiarization with German technical terms in business and banking. *Prerequisite: GRMN 230 or equivalent.*
- GRMN 312 German Civilization** 4 hours
The course is designed to acquaint the student with the history, culture, and people of the German speaking countries. Conducted in English.
- GRMN 351 Survey of German Literature I** 4 hours
A survey of German literature from the earliest periods to the beginning of the 19th century. Readings in German from an anthology. Conducted in German. *Prerequisite: GRMN 240, 241 or equivalent.*
- GRMN 352 Survey of German Literature II** 4 hours
A survey of German literature from the Romantic period to the present. Readings in German from an anthology. Conducted in German. *Prerequisite: GRMN 240, 241 or equivalent.*

- GRMN 410 Topics in German Literature** 2 or 4 hours
An advanced literature seminar which highlights major literary movements, genres, and themes from the German-speaking world. *Prerequisite: GRMN 351 or 352 or permission of instructor.*
- GRMN 487-488 Independent Study** 2 or 4 hours
- GRMN 490 Senior Project** 2-8 hours

Spanish Courses

- SPAN 110 Spanish I** 4 hours
This is the first of three courses emphasizing the acquisition of Spanish language skills needed to satisfy basic social requirements in Spanish-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to Hispanic cultures and issues. (Oral practice sessions are required. Spanish I is intended primarily for students who have no acquaintance with the language.)
- SPAN 120 Spanish II** 4 hours
The second of three courses: See SPAN 110. *Prerequisite: SPAN 110 or equivalent.*
- SPAN 230 Spanish III** 4 hours
The third of three courses: See SPAN 110. *Prerequisite: SPAN 120 or equivalent.*
- SPAN 240 Conversation and Composition: Spain** 4 hours
An intensive training in spoken and written Spanish with emphasis on current events in Spain. Oral reports are based on readings from newspapers, magazines, and literary works. *Prerequisite: SPAN 230 or equivalent.*
- SPAN 241 Conversation and Composition: Spanish America** 4 hours
An intensive training in spoken and written Spanish with emphasis on current events in Latin America. Oral reports are based on readings from newspapers, magazines, and literary works. *Prerequisite: SPAN 230 or equivalent.*
- SPAN 310 Spanish American Civilization** 4 hours
A study of the development of Latin America from the pre-Columbian era to the present day in art, music, drama, history, and literature. Each student does research on a specific project selected in consultation with the instructor. Conducted in English.
- SPAN 311 Spanish Civilization** 4 hours
An examination of Spain's influence on the history, art, music, drama, literature, and science of the world. Each student does research on a specific project selected in consultation with the instructor. Conducted in English.
- SPAN 357 Literature of the Hispanic World I** 4 hours
An introduction to artistic, historical, and cultural aspects of Spain through its literature. Literary genres, figures, and other aesthetic elements are examined. Conducted in Spanish. *Prerequisite: SPAN 240, 241 or equivalent.*
- SPAN 358 Literature of the Hispanic World II** 4 hours
A study of the artistic, historical, and cultural aspects of Latin America through its literature. Literary genres, figures, and other aesthetic elements are examined. Conducted in Spanish. *Prerequisite: SPAN 240, 241 or equivalent.*
- SPAN 410 Topics in Spanish and Spanish American Literature** 2 or 4 hours
An advanced literature seminar which highlights major literary movements, genres, and themes from the Spanish-speaking world. *Prerequisite: SPAN 357 or 358 or permission of instructor.*
- SPAN 487-88 Independent Study** 2 or 4 hours
- SPAN 490 Senior Project** 2-8 hours

Japanese Courses

- JAPN 110 Japanese I** 4 hours
This is the first of two courses introducing the Japanese language and highlighting basic speaking and comprehension skills. Cultural issues also are presented. (Oral practice sessions are required.)

Foreign Language Courses

FORL 150 English as a Second Language

4 hours

This course emphasizes listening, speaking, reading, and writing skills needed to function satisfactorily in an American college setting. Intended for students whose native language is not English. Oral practice sessions are required. *Prerequisite: Permission of Instructor.*

FORL 371 Introduction to Linguistics

2 hours

A study of basic concepts and terminology of linguistics. Required of all majors in the department. (May be taken for credit as ENGL 371.)

FORL 480 Methods and Materials in Teaching Foreign Languages

2 hours

A study of the methods, teaching materials, lesson planning, and extracurricular activities necessary for the teacher of French, German, or Spanish as a foreign language. (May be taken for credit as EDUC 480.)

FORL 481 Foreign Languages for Middle Childhood

2 hours

Methods, teaching materials, lesson planning, and extracurricular activities necessary for the middle childhood teacher of French, German, or Spanish as a foreign language. Special emphasis on aural-oral teaching techniques and characteristics of the transescent language learner.

FORL 487-488 Independent Study in Foreign Languages

2 or 4 hours

Freshman Seminar

FSEM 111

4 hours

An examination of specialized topics in a seminar setting. Emphasis is given to the development of writing and critical thinking skills, practice in individual and group research, and application of oral communication skills. Attention is also given to orientation to the Bethany program, college life, and academic advising. Required of entering Freshmen in the fall semester.

Sec. A Sensitivity to the Natural World

This seminar is an introduction to the natural world based upon the observation of plants and animals in their natural settings. Most sessions will be held outdoors at Bethany and several nearby, important natural sites.

Sec. B Science and Pseudo Science: The Need for Skeptical Inquiry

Surveys of American youth have shown a wide-spread belief in such pseudosciences as astrology, numerology, biorhythms, clairvoyance, ESP, UFOs, reincarnation, and fringe medicine. This seminar is a structured look at various pseudosciences and an examination of how each fails the test for scientific validity. The course also considers the role that pseudoscience has played in the history of science. The limitations of science, even in modern society, are examined and debated.

Sec. C Surrealism and Cinema

This seminar explores the creative legacy of the French surrealists in cinema and video from its origins in the 1920s to its manifestations in film and video tape in the present. Considered are films by such directors as Bunuel, Cocteau, Deren, and Vanderbeek and videos recorded by Dire Straits, Michael Jackson, and Pink Floyd.

Sec. D Voyages of the Starship Enterprise

This seminar is a study of Star Trek voyages of the *U.S.S. Enterprise* under the commands of Captains Kirk and Picard. Students view videos of the voyages of the *Enterprise*, analyze them, formulate and answer questions about them, and do research on issues raised by them. Students also participate in interviews on a television station during its Star Trek marathon, join the national Star Trek Fan Club, and (if possible) attend a Star Trek convention.

Sec. E Cartoons, Comics, and Animated Creatures

This seminar is a study of the history of editorial cartooning, comic strips, comic books and graphic novels, and animation. Emphasis is on analyzing how these media reflect trends in American society and on the roles they have played in creating change.

Sec. F Reading the Screen

This seminar is a study of means of analyzing and interpreting film and television. Students learn the vocabularies of film and television criticism, explore technical aspects of film and television, and examine American mass culture as it relates to film and television. Students view television commercials, news programs, and weekly shows and study five feature films: *Psycho*, *Do the Right Thing*, *Citizen Kane*, *The Silence of the Lambs*, and *Thelma and Louise*. Students also produce short videos.

Sec. G New York, New York: A Portrait

This seminar is a portrait of New York, "warts and all." A study of the geography, history, politics, and economics of the Big Apple from the time it was a Dutch colony to the present. Students examine its industries communications; fashion; finance; publishing; medicine; psychology; and the visual and performing arts. The problems of the city are also examined. Throughout, the emphasis is on the visual, with many opportunities to look at and enjoy the paintings and sculptures which have made Manhattan the art capital of the world.

Sec. H Adapting Fiction for Stage and TV

This seminar explores approaches to transforming fiction into theatre. Students read works of short fiction by Southern American writers and adapt them into plays or TV scripts which are performed live or on video tape. Emphasis is on sound reading, effective script-writing, and inventive approaches to production (directing, performing, designing, and/or producing).

Sec. I Kriegsspiel: Rehearsing for Armageddon

Since the beginning of the nineteenth century military organizations have used simulations as a method of instruction and as a means for preparing for the next war. This seminar explores both uses by examining the history of war gaming. Particular emphasis is placed on the efficacy of these activities for strategic planning. The value of simulation as a tool for historical instruction is also considered. In addition to regular class sessions, students spend two weekends in extended simulation activities.

Sec. J Education of the Self

This seminar is an exploration of three areas considered crucial to personal adjustment and growth: the self-concept, relationships and communication, and a meaningful philosophy of life. Through readings and group discussions, students develop a greater understanding and acceptance of self and others. Students selecting this seminar should be interested in and open to personal growth and should be willing to share their thoughts and feelings about significant topics in class.

Sec. K Horror Films and Fiction

This seminar is a study horror fiction by well-known writers such as Stephen King and Anne Rice and famous horror films, both old and new. Emphasis is on exploring the imagery and plots characteristic of horror stories, the interpretation of horror stories in film and fiction, the understanding of the anxieties and terrors typically given expression in horror stories, and the determination of the reasons for the current popularity of horror films and fiction.

General Science

General Science is a grouping of courses only. It is not a department and does not offer a major. It provides a number of courses, many of which are interdisciplinary in nature, designed primarily for non-science majors. Some of the courses, however, such as *History and Philosophy of Science* and *Science, Technology, and Society*, supplement the programs of science majors. In addition, special courses are offered for those interested in teaching science in public and private schools.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach General Science in middle and junior high schools: BIOL 100; CHEM 100 or 101; CPSC 482; EDUC 447; GENS 201, 202; PHYS 103 or 201; the professional education sequence described on p. 60 of this **Bulletin**.

GENS 100 Consumer Chemistry **4 hours**

A course emphasizing an understanding of chemical concepts relevant to our everyday lives. At the end of this course, a student should be able to analyze and discuss magazine and newspaper articles dealing with the subjects related to chemistry. (This course is designed for non-science students. May be taken for credit as CHEM 100.)

GENS 101 Natural Philosophy **4 hours**

An examination of man's changing ideas about the universe. Emphasis is placed upon the role of science as a social institution contributing to these changing beliefs. (May be taken for credit as PHIL 352.)

GENS 103 Everyday Physics **4 hours**

A study from non-technical and non-mathematical viewpoints of the aims, methods (experimental and theoretical), and achievements in the attempts to understand the basic principles governing the physical world. The course begins with commonplace observations and concrete examples and then proceeds to generalizations and hypotheses which unify them. This course is designed for non-science majors. (May be taken for credit as PHYS 103.)

GENS 201 Astronomy **4 hours**

A non-technical course in descriptive astronomy and cosmology, including such topics as the solar system, stars, galactic systems, telescopes, rocketry, and space travel.

GENS 202 Physical and Cultural Geography **4 hours**

A study of the interactions between environments and human activities over the earth's surface: land, sea and air. A complementary aspect of the course is devoted to place-name geography.

GENS 205 Dynamic Computer Modeling and Simulation **4 hours**

This course is an introduction to the techniques of dynamic modeling of systems using the interactive computer engine STELLA. Use of a discover process is emphasized. Students work in groups exploring problems in areas such as ecology, economics, population growth, and the global environment. (Offered only during January Term.)

GENS 209 History and Philosophy of Science **4 hours**

A study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (May be taken for credit as PHIL 353.)

GENS 210 Science, Technology, and Society **4 hours**

An historical examination of the effects of scientific and technological innovations upon various societies, emphasis being placed upon technology and science of the western world since 1850.

GENS 480 Methods and Materials in Teaching Physical and Life Sciences 4 hours

A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

GENS 487-488 Independent Study

2 or 4 hours each

History

Aims

To present the origin and development of institutions and ideas; to point out the great traditions that are molding our thought and action today; and to gain a better perspective of our political, economic, cultural, and social life.

Requirements for Major

Twelve hours in European history, including HIST 101, 12 hours of American history, including HIST 201-202. Four hours in political science, four hours in either African or Asian or Latin American history, HIST 477, and a Senior Project. A related requirement is INTD 251 or 252, the other being strongly recommended. Students planning to attend graduate or professional schools should anticipate possible requirements in the areas of foreign language, statistics, accounting, and computer technology.

Requirements for Minor

HIST 101, 102, 201, 202, plus four hours from 300 or 400-level offerings.

Requirements for Teaching Certification

Only History majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 201, 202, 225; SOCI 100; ECON 200; GENS 202 or SOSC 302; POLS 225; INTD 100; RELS 100; SOSC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *SOSC 480 is prerequisite to student teaching.*

Courses

HIST 101-102 World Civilizations I & II

4 hours each

A survey of world civilizations and the interactions between the different centers of civilization from the ancient world to the present. Particular emphasis is given to non-Western cultures in Asia, Africa, and the Americas. First semester covers the period from the ancient world to about 1400 A.D. Second semester carries through to the present.

HIST 201-202 U.S. History I & II

4 hours each

A survey of the political, economic, and social growth of America. First semester covers the period of exploration to 1865; second semester from 1865 to the present.

HIST 225 West Virginia History, Government, and Geography

2 hours

The history of the western section of Virginia to the Civil War and the history and government of West Virginia to the present. The physical, political, and social geography of the state is included. Field trips to various sections of the state are included as part of the course.

HIST 288 The American Political Novel 2 hours

An examination of the political life in the United States at the municipal, state, and federal level as reflected in a number of political novels since 1932. The course examines *Grapes of Wrath*, John Steinbeck; *It Can't Happen Here*, Sinclair Lewis; *All the King's Men*, Robert Penn Warren; *The Last Hurrah*, Edwin O'Connor; and *Advise and Consent*, Alan Drury, plus an additional book selected for each student (May be taken for credit as POLS 288.)

HIST 297-298 Special Studies in History 2 or 4 hours

These courses are designed to permit students to study with various faculty members in the department or with visiting instructors or foreign visitors.

HIST 311 Renaissance and Reformation: 1300-1648 4 hours each

An examination of the transitional period from the Middle Ages to the Modern World. Particular emphasis will be placed on the political and economic developments of the Italian city states, the rise of national monarchies in Northern Europe, and the collapse of the unity of western Christendom.

HIST 312 Absolutism, Revolution, and Nationalism: 1648-1871 4 hours

An examination of the emergence of the nation-state system bounded by the Peace of Westphalia and the unification of Germany. Topics for discussion will include the political and social revolutions of the 18th century, the impact of the Industrial Revolution on 19th century European politics, and the intellectual legacy of the Enlightenment.

HIST 313 Modern Europe: 1871-Present 4 hours

An examination of the zenith of European civilization at the end of the 19th century and the subsequent catastrophe of the two world wars in this century. The global impact of Imperialism, political revolution, and total war will form the bulk of the course content.

HIST 324 Russian History 4 hours

A survey of the history of Russia from the Middle Ages to the present. Specific topics include the growth of Russian power, the emergence of Russia as a major player in the European state system, the transition from Czarist autocracy to Soviet totalitarianism, and the impact of the Soviet Union's role as superpower, both internally and externally.

HIST 326 Latin America 4 hours

A study of the geography, politics, social composition, economic structure, history, and problems of Latin America.

HIST 327 British History 4 hours

A survey of British society to the Elizabethan period followed by a more detailed study of the Elizabethan period through World War II. Topics such as the nature of the 18th century politics, the Industrial Revolution, liberal and Victorian England, the impact of the World Wars on British society, and the "Irish Question" are examined.

HIST 328 The Middle Ages 4 hours

A study of the decline of ancient civilization, the Byzantine and Islamic cultures, and especially the development of Western Europe to the 14th century.

HIST 341 Development of the American Nation 4 hours

A history of the United States from 1816 to 1861. Considers growth of American nationalism and sectionalism following the War of 1812, the rise of Jacksonian Democracy, territorial expansion, and the coming of the Civil War.

HIST 342 Age of Big Business 4 hours

A political, social, and economic history of the U.S. from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform.

HIST 343 Contemporary U.S. History 4 hours

The history of the United States since 1945. The course will include a brief review of the Progressive Era, the 1920s and the New Deal. Films, records, contemporary magazines, scholarly journals, and newspapers are used in addition to the textbooks.

HIST 365 Constitutional Law 4 hours

A study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. (May be taken for credit as POLS 365.)

HIST 400-409 Seminar in American History**2 or 4 hours**

The advanced study of a topic, period, or issue in American History. (Topics change regularly.)
Prerequisite: Previous study of the topic in a survey course, or permission of the instructor.

HIST 410-419 Seminar in European History**2 or 4 hours**

The advanced study of a topic, period, or issue in European History. (Topics change regularly.)
Prerequisite: Previous study of the topic in a survey course, or permission of the instructor.

HIST 410 Weapons and Warfare**4 hours**

An examination of the science and art of warfare throughout the history of civilization. Particular emphasis will be placed on the technology of war and the methods developed to employ that technology against opponents on the battlefield or against an opponent's entire society.

HIST 418 History as the Novel, the Novel as History**2 hours**

An examination of use of historical evidence as the background for a work of fiction and the relationship between the historian and the artist. Historical periods and works to be examined will change regularly.

HIST 477 Historical Writings and Methods**4 hours**

A study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is placed on the techniques of historical research in preparation for the Senior Project.

HIST 487-488 Independent Study**2 or 4 hours****HIST 490 Senior Project****2-8 hours**

Begins first semester of the senior year.

Interdisciplinary Studies

Aims

The interdisciplinary studies program recognizes that some students are more likely to achieve the goals of an "integrated education" and a "self-examined life" as set forth by the Bethany Plan through a program of study combining work from several academic departments. The interdisciplinary studies program facilitates such study by providing the machinery needed for its implementation and evaluation, by aiding students in the study of interdisciplinary methods and problems, by critically evaluating students' understandings of the methods and materials of various disciplines, and by requiring the students to integrate the knowledge of materials and methods derived from various disciplines around a single problem or idea.

Requirements for Major

The interdisciplinary studies department coordinates faculty-sponsored and student-initiated programs of study that cross departmental lines. The initiator of an interdisciplinary field of concentration is responsible for establishing and justifying its goals and curriculum. The program must include at least 24 hours (excluding the Senior Project), but may not exceed 72 hours. No more than 48 hours in any one department will be counted toward graduation. Each proposed interdisciplinary major must be approved by the faculty Interdisciplinary Studies Committee. All work is supervised by the Director of Interdisciplinary Studies who serves as the student's academic advisor throughout the program of study.

Admission to the Interdisciplinary Studies Program

To be admitted to the program a student must submit a proposal for an interdisciplinary major to the Director of Interdisciplinary Studies prior to the last day of classes before mid-term of the second semester of the sophomore year. (The faculty Interdisciplinary Studies Committee may consider a later proposal if the student is willing to take more than the usual four years to complete degree requirements.) The proposal must follow the guidelines established by the faculty Interdisciplinary Studies Committee and be prepared with the guidance of the Director of Interdisciplinary Studies.

A proposal will be approved only from a student who has an overall grade-point average of 3.0 at the time the proposal is made. To continue in the program the student must maintain the 3.0 grade-point average during the semester in which the proposal is approved and during the following semester. (Under extraordinary circumstances the faculty Interdisciplinary Studies Committee may waive grade-point regulations to consider a proposal from a student with a lower grade-point average and establish a lower grade-point requirement for that student's continuing in the program.)

When a proposal has been approved it becomes the statement of goals and requirements for the student's major and is filed in the Office of the Registrar. It may not be modified without the approval of the faculty Interdisciplinary Studies Committee.

Senior Year

Senior Comprehensive Examination: Students must have completed at least 24 hours of study in their special curriculum (including all courses designated as required in the original proposal) before they are eligible to take the examination.

The Senior Comprehensive Examination will be designed to measure the student's grasp of methods and materials basic to the disciplines emphasized in the core curriculum; to test the student's capacity for integrating materials and methods from the various disciplines; and to allow the student to evaluate the success of the special curriculum in light of his or her stated goals.

Senior Project: Students who wish to do 4-8 hour Senior Projects must have their projects approved by the Director on or before the last day of the last semester of their junior year.

Faculty Initiated Interdisciplinary Programs

Education and Psychology

PSYC 100, 205, 315, 477, two courses selected from 324, 325, 326; EDUC 201, 202, 242, 345, 346, 348, 401, 440, 447, 448, 470; SPED 410 or PSYC 410; at least two semester-hours of credit in Sociology; INTD 490. Additional information is available from the Registrar.

Courses

INTD 100 Origins of Modern Western Thought 4 hours

An exploration of the modern world and its origins stressing the basic ideas, historical events, aesthetic styles, and primary writings which have shaped the modern world. (Must be taken in the first year by all new freshmen and by all transfer students who matriculate as freshmen or sophomores.)

INTD 155 Storytelling 1 hour

A study of the practice and processes of storytelling and storytelling programs. Students prepare and present stories for coaching and counsel after observing experienced storytellers on video or in live performances. (Activity course: CR/NCR only.)

- INTD 180 Big Apple Adventure** **2 hours**
 This course is based on a seven-day trip to New York City, including exposure to Broadway and Off-Broadway theater and art galleries and museums. It includes a look at the city as a living organism, with visits to such locations as the New York Stock Exchange and Chinatown. At the conclusion of the trip students return to Bethany for two days in class evaluating their experiences. (Offered only during January Term.)
- INTD 201 World Hunger: The Quest for Survival** **4 hours**
 An examination of the problems of world food resources, production, and distribution. Special emphasis is on inequalities between the haves and the have-nots, the effects of malnourishment on human behavior and on social and political conditions, and alternative technological and political solutions to the problem. *Not open to Freshmen.*
- INTD 202 Energy: The World Crisis** **4 hours**
 An analysis of energy resources and needs of the modern world in historical and geographical context. Psychological, social, and political ramifications are examined and alternative solutions to energy problems are evaluated. *Not open to Freshmen.*
- INTD 203 International Terrorism** **4 hours**
 A study of the origins, nature, cost, containment, and prevention of terrorism, violence, and revolution in today's world, focusing in particular on the reasons why many nations and peoples outside the ruling classes of the major developed nations turn to violence. *Not open to Freshmen.*
- INTD 204 Our Sexuality: A Global Perspective** **4 hours**
 An examination of issues concerning sexuality and sexual functioning around the world. Considered are the following topics: biological, psychological, and sociological aspects of sexuality; the development of sex roles; sexual myths; sexuality and religion; birth control; changing sex roles in today's world.
- INTD 251 Origins of Western Thought I: The Ancient World** **4 hours**
 An examination of ideal behavior as it emerges from and influences political, religious, scientific, philosophical, artistic, social and economic activity, and thought from early Greece to the fall of Rome. *Not open to Freshmen.*
- INTD 252 Origins of Western Thought II: The Medieval and Renaissance World** **4 hours**
 An examination of ideal behavior as it emerges from and influences political, religious, scientific, philosophical, artistic, social and economic activity, and thought in the Middle Ages and Renaissance. *Not open to Freshmen.*
- INTD 301-302 Heuristics** **2 hours**
 Investigation and discovery of methodologies of problem-solving within a broad spectrum of academic disciplines and pragmatic pursuits. *Open to juniors and seniors only. Prerequisite: permission of instructor.*
- INTD 487-488 Independent Study** **2 or 4 hours**
- INTD 490 Senior Project** **4-8 hours**

Mathematics and Computer Science

Aims

To provide the students with knowledge of the foundations of mathematics and computer science; to provide tools to assist the study of other disciplines; to prepare students for careers in education, in business, and in scientific and technical fields; to prepare students for further study and research.

The department offers majors in mathematics and in computer science.

Requirements for Major in Mathematics

The student is required to take the following 24 hours in the department: MATH 201, 202, 203, 354, 400, 401, 477; plus a senior project.

In addition, each student must complete one of the following tracks.

Mathematics: CPSC 142 or 151; twelve hours from the following: MATH 341, 383, 384, 390, 403, 435.

Mathematics-Economics: MATH 231, 281, 282; ACCT 211; ECON 200, 301, 302; CPSC 142 or 144.

Mathematics-Physics: MATH 341; PHYS 201, 202, 251 or 261, 300; CPSC 142 or 151.

Mathematics-Computer Science: CPSC 151, 152, 275, 403; MATH or CPSC 210.

Mathematics-Actuarial Science: MATH 231, 341, 383, 384, 390; CPSC 142 or 151.

Mathematics Education: MATH 103 or secondary school equivalent, 104 or secondary school equivalent, 250, 281, 326, 383, 403, 480; CPSC 140 or 151, 482; EDUC 345. To be recommended for certification the student must also complete the courses in the professional education sequence described on p. 60 of this **Bulletin**. *The following courses are prerequisite to student teaching: MATH 250, 480; EDUC 345.*

Requirements for Minor in Mathematics

MATH 201, 202, 203, 354, plus four hours from MATH 210, 281, 326, 341, 383, 400, 401, 403, 430, 435. (CPSC 142 or 151 is a prerequisite for MATH 383.)

Requirements for Major in Computer Science

Two plans for majoring in Computer Science are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree. The Bachelor of Arts plan is designed for those students seeking a career in computer science in a business environment. The Bachelor of Science plan is designed for students seeking a career in computer science in a scientific lab or in a software development firm.

Bachelor of Arts Degree: CPSC 144, 151, 152, 275, 380, 480, 490; MATH 201, 281; ACCT 210 or 220, 211, 212; ECON 312; ENGL 209. Strongly recommended are CPSC 280, 478; ECON 200, 280; ACCT 425. Other recommended courses are COMM 206, 301, 302; GENS 210; PHIL 124. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester.

Bachelor of Science Degree: CPSC 151, 152, 222, 275, 280, 330, 370, 380, 480, 490; MATH 201, 202, 354, 383; PHYS 201, 202. Strongly recommended are CPSC 430, 478. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester.

Requirements for Minor in Computer Science

CPSC 151, 152, 275, 330, 380.

Mathematics Courses

MATH 101 Mathematics for the Liberal Arts Student

4 hours

An introduction for the non-science major to the spirit and flavor of mathematics. Stresses fundamental concepts with the aim of clarifying the importance of mathematics in relation to other branches of knowledge. Topics that may be covered include sets, logic, the number concept, history of mathematics, the nature and use of geometry, computers, computer programming, and logical puzzles.

MATH 103 College Algebra

4 hours

The course prepares the student to take Calculus I and examines sets and operations on sets, numbers systems, solutions to equations, inequalities, functions and graphing, conic sections, synthetic division and the remainder theorem, exponential and logarithm functions, computation with common logarithms. (May not be taken if credit has been earned for MATH 201.)

MATH 104 Trigonometry

2 hours

A study of radian measure, trigonometric functions and their graphs, fundamental identities, conditional trigonometric equations, inverse trigonometric functions, vectors, complex numbers, trigonometric form of complex numbers, and DeMoivre's Theorem.

MATH 201 Calculus I

4 hours

A study of real number system, equations of a line, study of the circle and parabola, functions, limits, and continuity, as well as techniques of differentiation and integration applied to maximum and minimum problems and to related rates. *Prerequisite:* 3½ years of high school math, MATH 103, or permission of the instructor.

MATH 202 Calculus II

4 hours

An examination of the area between two curves, volumes of revolution, and applications. Integration and differentiation of transcendental functions. Methods of integration including integration by parts, partial fractions, and trigonometric substitution. L'Hopital rule, sequences, and series. *Prerequisite:* MATH 201 or equivalent.

MATH 203 Calculus III

4 hours

The calculus of functions of several variables and of vector valued functions. Topics include vector algebra, analytic geometry of three dimensions, partial differentiation and integration, repeated and multiple integrals, line and surface integrals, and theorems of vector calculus. *Prerequisite:* MATH 202.

MATH 210 Discrete Mathematical Structures

4 hours

The fundamental concepts of mathematics involved in computer science: Induction, elementary counting, combinations and permutations, recursions and recurrence relations, graphs and trees, sorting and searching, and Boolean algebra. (May be taken for credit as CPSC 210.) *Prerequisite:* MATH 103 or equivalent.

MATH 231 Quantitative Methods in Management

2 hours

This course deals with applications of matrix algebra to business and economics, including problems involving cost minimization and profit maximization. (The necessary matrix algebra will be developed in the course. Primarily designed for students who intend to pursue a career in business.) *Prerequisite:* MATH 103 or equivalent.

- MATH 250 Mathematics for Early and Middle Childhood** **4 hours**
 A course designed in content and teaching style for early and middle childhood pre-service teachers. The course will emphasize active student participation and a field placement component which will permit the students to develop materials and evaluation instruments as well as practice the teaching of mathematics concepts including the structure of the number systems, real number properties and the computation derived from them, problem solving strategies, and geometry and measurement. (Required for Middle Childhood.) *Prerequisite: permission of the instructor. Not open to Freshmen.*
- MATH 281 Statistical Methods I** **4 hours**
 An introduction to statistical analysis including frequency distribution and graphic presentation of data, measures of central tendency, relative positions in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, and analysis of variance. (Not open to students with credit for MATH 383.)
- MATH 282 Statistical Methods II** **2 hours**
 A study of multiple regression, correlation, non-parametric methods, time series, index numbers, and decision analysis. *Prerequisite: MATH 281 or equivalent.*
- MATH 326 Introduction to Modern Geometry** **4 hours**
 An introduction to Euclidean and non-Euclidean geometries and synthetic projective geometry, the concept of limit and infinity, geometrical constructions, and recent developments and theorems. *Prerequisites: MATH 201, 202, or permission of the instructor.*
- MATH 341 Differential Equations** **4 hours**
 A study of the methods of solution of ordinary and partial differential equations; applications of differential equations. *Prerequisite: MATH 202.*
- MATH 354 Linear Algebra** **4 hours**
 A study of geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces. *Prerequisite: MATH 202 or equivalent.*
- MATH 383 Probability & Statistics I** **4 hours**
 An introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, and analysis of variance. *Prerequisite: MATH 202 or permission of the instructor.*
- MATH 384 Probability & Statistics II** **4 hours**
 The application of the concepts of probability to statistical procedures such as sampling estimations, tests of hypothesis, regression theory, and Bayesian methods. *Prerequisite: MATH 383.*
- MATH 390 Numerical Analysis** **4 hours**
 A study of numerical methods in evaluating integrals and differential equations, techniques in finding the roots of polynomials, solving systems of linear equations and matrix manipulation. *Prerequisites: MATH 202 or equivalent; and CPSC 142 or 151. (May be taken for credit as CPSC 390.)*
- MATH 400 Modern Abstract Algebra** **4 hours**
 A study of groups, rings, integral domains, fields, and vector spaces. *Prerequisite: MATH 202 or equivalent.*
- MATH 401 Advanced Calculus** **4 hours**
 A study of the Jacobian, Lagrange multipliers, limits and continuity, completeness of real numbers, sequences, series, Fourier series and orthogonal functions, partial differential equations, and the Implicit Function Theorem. *Prerequisite: MATH 203.*
- MATH 403 Topology and Real Analysis** **4 hours**
 A study of sets and functions, the topology of the real line, metric spaces, convergence, completeness, continuity, topological spaces, compactness, and connectedness; differentiation and integration of functions defined on sets. *Prerequisite: MATH 203 or equivalent.*

- MATH 430 History of Mathematics** **2 hours**
An exploration of the origins and development of mathematics; philosophy of mathematical sciences. Mathematical theories and techniques of each period and their historical evolution will be examined.
- MATH 435 Foundations of Mathematics** **4 hours**
This course gives a mathematical treatment of the basic ideas and results of logic and set theory. Propositional and first-order logic will be introduced as a basis for understanding the nature of mathematical constructions and proofs. Its methods will be applied to develop Zermelo Fraenkel's axiomatic set theory. *Prerequisite: MATH 103 or equivalent.*
- MATH 477 Mathematics Seminar** **2 hours**
A study of topics in mathematics. (Open only to junior and seniors.)
- MATH 480 Methods and Materials in Teaching Mathematics** **2 hours**
A study of the approved methods in teaching mathematics at the secondary level; class period activities of the teacher; procedures and devices in teaching; organization of materials, testing, aims, and modern trends. (May be taken for credit as EDUC 480.)
- MATH 487-488 Independent Study** **2 or 4 hours**
- MATH 490 Senior Project** **2-8 hours.**

Computer Science Courses

- CPSC 140-150 Programming** **2-4 hours each**
The following courses provide an introduction to computers by programming in a high level language. The emphasis is programming real-life problems using efficient coding techniques. These courses are for students who want to use the computer as a problem-solving tool or who want to write programs for operating systems, compilers, or artificial intelligence.
- CPSC 140 Programming in BASIC** **2 hours**
This course is directed toward the non-science student. Not recommended for students who have successfully completed any other computer language course.
- CPSC 142 Programming in FORTRAN** **2 hours**
The programming assignments in this course will involve applications to science problems.
- CPSC 144 Programming in COBOL** **4 hours**
The programming assignments in this course will involve applications to business problems.
- CPSC 146 Programming in LISP** **4 hours**
The programming assignments in this course will be related to problems in the area of artificial intelligence.
- CPSC 147 Programming in C** **4 hours**
The programming assignments in this course will be related to the design of an operating system.
- CPSC 148 Programming in PROLOG** **4 hours**
The programming assignments in this course will be related to problems in the area of artificial intelligence.
- CPSC 151 Computer Science I** **4 hours**
An emphasis on techniques of algorithmic design, structured programming, and debugging. This beginning course for computer science majors may also be taken by others who wish to learn PASCAL.
- CPSC 152 Computer Science II** **4 hours**
An introduction to advanced features of PASCAL including user-defined data structures. The programming assignments will involve the techniques of searching, sorting, and recursion. *Prerequisite: CPSC 151 or equivalent.*

CPSC 200 Computer Applications in the Social Sciences 2 hours

A study of computer techniques applied to social and behavioral sciences. Topics include language selection, matrix manipulation, basic statistics, econometrics, and profit and analysis packages.

CPSC 210 Discrete Mathematical Structures 4 hours

The fundamental concepts of mathematics involved in computer science: induction, elementary counting, combinations and permutations, recursions and recurrence relations, graphs and trees, sorting and searching, and Boolean algebra. (May be taken for credit as MATH 210.) *Prerequisite: MATH 103 or equivalent.*

CPSC 222 Digital Electronics 4 hours

An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, readouts, shift registers, bi-directional bus structure, serial-parallel/parallel-serial data conversion, D to A and A to D conversion. (Three hours of lecture and two hours of lab each week. May be taken for credit as PHYS 222.) *Prerequisite: MATH 103 or equivalent or permission of the head of the department.*

CPSC 275 Data Structures and Algorithms 4 hours

A study of the theory of and advanced techniques for representation of data: linked-lists, trees, graphs; analysis of algorithms; sorting, searching, and hashing techniques. *Prerequisite: CPSC 152 or equivalent.*

CPSC 280 Assembly Language 4 hours

A study of assembly language programming methods. Topics include computer organization, assembly process, assembly coding, addressing, binary arithmetic, storage allocation, character and bit manipulation, and debugging techniques. *Prerequisite: CPSC 152 or equivalent.*

CPSC 292 Artificial Intelligence 2 hours

A course providing an introduction to the principles and programming methods of artificial intelligence. The fundamental issues involve logic and knowledge presentation, search, and learning. The programming language LISP will be introduced and used to manipulate symbolic data. *Prerequisite: Some familiarity with BASIC or PASCAL.*

CPSC 330 Computer Organization 4 hours

The application of Boolean algebra to combinational circuit design problems, organization of simplified computer components, adders, arithmetic and logical units, memory organization, architecture, and physical realization of computer systems. *Prerequisite: CPSC 152.*

CPSC 370 Operating Systems 4 hours

The study of batch processing systems, implementation techniques for parallel processing of input/output and interrupt handling, memory management, system accounting, interprocess communication and interfaces, and deadlocks. *Prerequisite: CPSC 280.*

CPSC 380 Data Base Design 4 hours

This course presents an in-depth study of the design and the implementation of a data base. Topics include architecture of a data base and the three approaches (relational, network, and hierarchical) to a data base. Also included are experiences with INFO, a relational data base package by Henco. *Prerequisite: CPSC 275.*

CPSC 390 Numerical Analysis 4 hours

The study of numerical methods of evaluating integrals and differential equations. Techniques in finding the roots of polynomials and solving systems of linear equations and matrix manipulation. (May be taken for credit as MATH 390.) *Prerequisites: CPSC 142, 143, or 151 and MATH 201, 202.*

CPSC 400 Interactive Computer Graphics 4 hours

A study of graphics on the microcomputer using a graphics software package. *Prerequisite: One high level language other than BASIC.*

CPSC 430 Compiler Design 4 hours

Techniques of design and implementation of compilers, including lexical analysis, parsing (both L and L R), syntax-directed translation and symbol table management. *Prerequisite: CPSC 275 or equivalent.*

CPSC 460 Programming Language Structures	4 hours
A study of programming language constructs emphasizing the run-time behavior of programs. Topics include: formal grammars, parsing, information binding, data storage, global and local variables and parameters, string handling and list processing. <i>Prerequisite: CPSC 152 or equivalent.</i>	
CPSC 477 Seminar in Computer Science	2 hours
The study of topics in computer science. (Open to juniors and seniors only.)	
CPSC 482 Computers in Education	2 hours
A study of microcomputers and software available for classroom use. Methods for evaluating software will be discussed. Students will design classroom applications. <i>Prerequisite: Permission of Instructor.</i>	
CPSC 487-488 Independent Study	2 or 4 hours
CPSC 490 Senior Project	2-8 hours

Philosophy

Aims

To assist the student in discovering and developing sound bases for interpreting self and society through a careful examination of beliefs, actions, and claims to knowledge; to assist the student in becoming aware of the nature and status of philosophical problems, commitments, ideologies, and models that serve as the foundation of human life; and to provide the student who expects to pursue graduate studies in philosophy with a sound basis in the major areas of the field.

Requirements for Major

A major in Philosophy requires satisfactory completion of a minimum of 28 hours, including PHIL 100, 123, 124, 333, 334, 335, plus a Senior Project. The Senior Project is received and evaluated in the final semester of the student's academic program. Related requirements are INTD 251, 252.

The student who is considering graduate work should be aware that many good graduate programs in philosophy require a reading knowledge of French and German.

Requirements for Minor

PHIL 100; either 123 or 124; four hours from PHIL 333, 334, 352, 353; four hours from PHIL 252, 254, 335, 355, 358.

Courses

PHIL 100 Introduction to Philosophy **4 hours**
This course is designed primarily to involve students in an introductory exploration into the range of problems with which philosophers wrestle. "Living issues" confront us in such vital areas as the nature of self, man, mind, values, knowing, freedom, and of philosophy, philosophic outlooks, and religious traditions.

PHIL 123 Basic Logic **4 hours**
A course designed to assist students in developing the ability to recognize the differences between emotional intensity and valid argument, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and to detect logical errors (fallacies) are important objectives of the course.

PHIL 124 Ethics: Personal and Social **4 hours**

An examination of various personal and social foundations upon which ethics or morals can be (and have been) built, such as pleasure, happiness, feeling, reason, obligation, usefulness, and relativism; significant moral problems in several areas of life and work; and basic criteria for moral decision-making.

PHIL 250-259 Special Topics in Philosophy **2 or 4 hours**

PHIL 252 Philosophy of Mysticism **4 hours**

An examination of what is involved in the experience and claims of several mystical groups or representatives, from ancient to contemporary times. The course will emphasize trying to understand the basic claims that mystics make, assessing the kinds of certainty, truth, and insight claimed, and exploring the place of "the mystical" in human experience. (Offered in alternate years.)

PHIL 254 Contemporary Ethical Issues **4 hours**

An orientation to the relatively new attitude toward normative ethical issues; identification and examination of key normative concepts and principles (e.g., honesty, fidelity, loyalty, obligation, autonomy, dependence, paternalism, freedom, justice, self-respect and dignity, and rights) and problems that cut across several areas of social and professional life; and exploration of how these concepts and principles are involved in attempts to solve moral problems in the domains of social life and vocational life in, e.g., public policy, business, and mass communications. (Offered in alternate years.)

PHIL 333 A Topical History of Philosophy **4 hours**

A study of the highlights of philosophical development and change from ancient through contemporary times, focusing on the topics of Metaphysics, Epistemology, Ethics, Political Philosophy, Philosophy of Religion, Analytic Philosophy, Continental Philosophy, and, briefly, Eastern Philosophy. (Offered in alternate years.)

PHIL 334 Existential Philosophy **4 hours**

A study of the works of certain predecessors of existentialism, the influences of Kierkegaard and Nietzsche, and those themes and issues portrayed in selected works of Sartre, Camus, and others that may be taken as typical of that amorphous movement in the history of philosophy known as Existentialism. (Offered in alternate years.)

PHIL 335 Eastern Philosophies **4 hours**

A survey of the basic tenets and dominant features of Indian Philosophy and the basic teachings and characteristics of Buddhist and Chinese Philosophies. (Offered in alternate years.)

PHIL 350-359 Advanced Topics in Philosophy **2 or 4 hours**

PHIL 352 Natural Philosophy **4 hours**

An examination of man's changing ideas about the universe. Emphasis is placed upon the role of science as a social institution contributing to these changing beliefs. (Offered in alternate years. May be taken for credit as GENS 101.)

PHIL 353 History and Philosophy of Science **4 hours**

A study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (Offered in alternate years. May be taken for credit as GENS 209.)

PHIL 355 Philosophy of Religion **2 or 4 hours**

An examination of the major aspects of religion from a philosophic perspective. Study will include the religious experience, the meaning and significance of faith, belief and criteria, knowledge, proof, evidence and certainty, concept of deity, and scope and impact of religion in human life. (Offered in alternate years.)

PHIL 358 Aesthetics, The Arts, and Philosophy **2 or 4 hours**

An examination of the nature of aesthetic experience and its relation to other kinds of experience, as well as its place in art production, appreciation and creativity; the notion of "a work of art;" language used in description, interpretation, and evaluation of art; and different interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to "the Arts." (Offered in alternate years.)

PHIL 477-478 Senior Seminar**2 hours**

This seminar seldom consists of a general review of all areas of philosophy; the topic or particular area of study is chosen as a result of student and faculty conferences. Student ability, interest, and need are important factors. *Prerequisite: permission of the head of the department.*

PHIL 487-488 Independent Study**2 or 4 hours****PHIL 490 Senior Project****2-8 hours**

Physical Education

Aims

The department of Physical Education offers three tracks, each having two options: Teaching (5-8 or K-12), Sports Communication (Journalism or Broadcasting), and Sports Administration (Sports Services or Sports Management). The curriculum integrates sports and exercise science with education, economics and business, and communications. Emphasis is on developing knowledge and comprehension of the history, philosophy, and current theories in these academic disciplines. Development of the cognitive skills of analysis, synthesis, and evaluation are stressed. Internships provide opportunities for application at a professional level. The curriculum serves as preparation for work utilizing psychomotor skills relating to education, business, communications, and graduate study.

Requirements for Major

All majors in the department are required to complete the following courses: BIOL 100, PHED 167, 243, 244, 326, 327, and a senior project.

In addition, each student must complete one of the following tracks.

Teacher Certification Track: PHED 101, 110, 230, 231, 325, 333, 480, 481; SPED 205; and FINA 225.

K-12 Option: PHED 210, 331, 337, 440.

5-8 Option: Students must choose a second teaching field from Mathematics, Language Arts, Social Studies, General Science, French, German, or Spanish.

To be recommended for certification, the student must also complete the courses in the Professional Education sequence described on p. 60 of this **Bulletin**. *The following Physical Education courses are prerequisite to student teaching: PHED 230, 231, 325, 480, 481.*

Sports Communication Track: 2 hours from PHED 306, 307 or 308, 337, 340, 355, 440, 470; COMM 201, 301 or 302, 304.

Journalism Option: COMM 202, 295, 309; ENGL 100, 209 are recommended.

Broadcasting Option: COMM 206, 261, 271, 310, 355 are recommended.

Sports Administration Track: PHED 337, 471; ECON 200, 210 or 220, 280, 287; ACCT 211; MATH 231, 281, 282.

Sports Services Option: PHED 110, 333, 339.

Sports Management Option: PHED 440; ECON 290; COMM 301.

Courses

PHED 100-165 Physical Education Performance Courses **1 hour each**
These courses examine skills in performances; knowledge of strategies, rules, equipment, and methods; participation in forms of sport. (Activity course: CR/NCR only. Exception: PHED 101 and 110 must be taken for a letter grade by students pursuing the Physical Education major.)

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| PHED 101 Gymnastics | PHED 155 Varsity Football |
| PHED 103 Basic Aquatics | PHED 156 Varsity Golf |
| PHED 110 Advanced Aquatics I (Lifeguarding) | PHED 157 Varsity Soccer (M) |
| PHED 135 Tennis - Badminton | PHED 158 Varsity Swimming (M&W) |
| PHED 139 Physical Fitness | PHED 161 Varsity Track (M&W) |
| PHED 150 Varsity Baseball | PHED 162 Varsity Volleyball |
| PHED 151 Varsity Basketball (M) | PHED 163 Varsity Softball |
| PHED 152 Varsity Basketball (W) | PHED 164 Varsity Soccer (W) |
| PHED 153 Varsity Cross Country (M&W) | |

PHED 167 Introduction to Mammalian Anatomy and Physiology **4 hours**
The study of mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body; lab study of the anatomy of the cat; human physiology. (Not open to students majoring in Biology. May be taken for credit as BIOL 167.)

PHED 193 Skiing in the Alps **2 hours**
This course is based on a trip to Germany and Austria, emphasizing daily ski tours from Innsbruck, Austria. (CR/NCR only. Offered only during January Term.)

PHED 195 Introduction to Nutrition **2 hours**
This course is an introduction to nutrition. Emphasized are the effects of diet and exercise and the basic principles of good nutrition. Other topics, including carbohydrates, protein, fat, fluids and the body supplements, and eating disorders are examined. (Offered only during January Term.)

PHED 200 Wellness: An Orientation to Healthful Lifestyles **4 hours**
An examination of global lifestyle issues as they relate to the individual interacting in the community.

PHED 210 Advanced Aquatics II (WSI) **1 hour**
This course emphasizes swimming skills leading to Water Safety Instructor's certification. (Activity course: CR/NCR only. Exception: must be taken for a letter grade by students pursuing the Physical Education major.)

PHED 226 First Aid as Related to the Principles of Biology **2 hours**
This course emphasizes the biological principles in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructor's certificates will be presented as an option at the end of the course. (May be taken for credit as BIOL 105.)

PHED 230 Lab Analysis: Team **2 hours**
This course emphasizes skill development and analysis and cognitive acquisition of rules, equipment, strategies, and methods. Sports covered include soccer, volleyball, field hockey, football, basketball, and softball.

PHED 231 Lab Analysis: Individual **2 hours**
This course emphasizes skill development and analysis and cognitive acquisition of rules, equipment, strategies, and methods. Sports covered include archery, badminton, dance, golf, tennis, track and field, and gymnastics.

PHED 243 Socio-Psychological Perspective of Physical Activity **4 hours**
A consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustment and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered. (May be taken for credit as PSYC 243.)

PHED 244 Philosophical-Historical Perspective of Physical Activity 4 hours

A philosophical inquiry into physical education. Consideration is given to a general philosophical interpretation of the nature and purpose of physical education and review of the historical and philosophical changes in American education with emphasis on the developing roles of professional physical education.

PHED 300-308 Clinics 2 hours each

These courses prepare students to teach or officiate particular sports within the school environment. Emphasis is on the philosophies, theories, rules, and strategies of competitive athletics.

PHED 301 Coaching of Football/Basketball

PHED 302 Coaching of Baseball/Softball/Volleyball

PHED 303 Coaching Soccer/Swimming

PHED 304 Coaching of Cross Country/Track and Field

PHED 306 Officiating Football/Basketball

PHED 307 Officiating Baseball/Softball/Volleyball

PHED 308 Officiating Soccer/Swimming/Track and Field/Cross Country

PHED 309 Intramural Sports 2 hours

A study of the organization, administration, and objectives of the intramural athletic programs.

PHED 325 Health Education for Children 2 hours

An examination of the methods and activities appropriate for teaching health in elementary schools.

PHED 326 Kinesiology 2 hours

An examination of anatomy and mechanics as applied in the study of the human body during physical exercise, with special emphasis on the analysis of motion in specific sports skills and exercise patterns. *Prerequisite: BIOL 167.*

PHED 327 Physiology of Muscular Activity 2 hours

An examination of anatomy and physiology as applied in the study of the human body during physical exercise, with special emphasis on the application of physiological variables in specific sports skills and exercise patterns. *Prerequisite: BIOL 167.*

PHED 331 Motor Development 2 hours

An examination of the current theories of motor development and their relationship to the teaching and learning of physical skills. *Prerequisite: EDUC 201.*

PHED 333 Adapted and Therapeutic Physical Activities 2 hours

An examination of motor development characteristics of physically handicapped students in school and non-school settings.

PHED 337 Organization and Administration of Physical Activities 4 hours

The underlying philosophy for the organization, structure, administrative policies and procedures, legal aspects, and facility management of physical activity programs.

PHED 339 Camping 2 hours

The history and philosophy of camping; knowledge and application of the principles and techniques of camping and camp counseling. An overnight field experience is required. *Laboratory fee: \$30.*

PHED 340 Prevention and Care of Injuries 2 hours

An examination of common hazards of play and athletics, and preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination. *Prerequisite: PHED 226 or permission of the instructor. Laboratory fee: \$30.*

PHED 341 Advanced Athletic Training 4 hours

Major emphasis is placed on those skills needed by personnel involved in the field of sports medicine. Orthopedic evaluations of injuries, treatment of crisis situations, and study of conditioning and rehabilitation programs will be covered. *Prerequisites: PHED 167, 326, 327, 340. Laboratory fee: \$30.*

PHED 355 Coaching Sport	2 hours
An examination of the basic philosophy and principles of athletics as integral parts of physical education and general education. State, local, and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations; personal standards and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchasing, and facilities.	
PHED 430 Movement Analysis	2 hours
A study of the methods and procedures to analyze and remediate fundamental movement patterns. <i>Prerequisite: PHED 167, 326.</i>	
PHED 440 Issues in Physical Activities	2 hours
An examination of the current ethical, philosophical, and practical problems facing professionals in the area of physical activities.	
PHED 470 Internship in Sports Communications	2 hours
Professionally supervised experience with an off-campus sports communication agency. <i>Prerequisites: minimum 160 hours required with two on-campus media experiences and a professional observation.</i>	
PHED 471 Internship in Sports Administration	2 hours
Professionally supervised experience with an off-campus sports administration agency. <i>Prerequisites: minimum 160 hours with two on-campus sports administration experiences and a professional observation.</i>	
PHED 480 Methods and Materials in Teaching Physical Education in Secondary Schools	2 hours
Methods and activities appropriate for teaching physical education in secondary schools.	
PHED 481 Methods and Materials in Teaching Physical Education in Elementary Schools	2 hours
Methods and activities appropriate for teaching physical education in elementary schools.	
PHED 487-488 Independent Study	2 or 4 hours
PHED 490 Senior Project	2-8 hours

Physics

Aims

To introduce students to the current body of knowledge expressing the physicist’s concepts of the universe and its physical laws; to provide courses serving the needs of liberal arts students who are concentrating in physics or are interested in the physical and life sciences, medicine, optometry, therapy, engineering, or teaching. Students may choose from a variety of courses to satisfy a distribution requirement, to attain enough competence for a future career in a related field, or to attain sufficient breadth and depth to pursue an advanced degree in physics.

Requirements for Major

A minimum of 42 hours in the department, including PHYS 201, 202, 221, 222, 251, 261, 300, either 305 or 306, 307, 308, 318, 401, either 402 or 404, plus a Senior Project. Those students expecting to do graduate work are urged to take both 305 and 306.

Combined plans with Case Western Reserve University, Columbia University, a dual-degree program with Georgia Institute of Technology, and a Three-Two Plan with Washington University are available to students interested in various engineering or industrial management degrees.

Students interested in careers in engineering, industrial management, mathematical modeling, etc., which might require a background in physics, mathematics, economics, or chemistry, are encouraged to speak to the appropriate department head and the director of the dual-degree engineering program, or to the Director of Interdisciplinary Studies if they wish to design an interdisciplinary program of study more suited to their career goals than a traditional departmental program.

Requirements for Minors

Experimental Physics: PHYS 201, 202, 221, 222. (*MATH 201 is a prerequisite for, or to be taken concurrently with, PHYS 201.*)

Theoretical Physics: PHYS 201, 202, plus eight hours from 251, 261, 300. (*MATH 201 is a prerequisite for, or to be taken concurrently with, PHYS 201.*)

Requirements for Teaching Certification

Only Physics majors who have completed the following courses will be recommended for state certification to teach Physics in the secondary schools: PHYS 201, 202, 221, 251, 261, 300, 305 or 306, 318, 480; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *PHYS 480 is prerequisite to student teaching.*

Courses

PHYS 103 Everyday Physics

4 hours

A study from non-technical and non-mathematical viewpoints of the aims, methods (experimental and theoretical), and achievements in the attempts to understand the basic principles governing the physical world. The course begins with commonplace observations and concrete examples and then proceeds to generalizations and hypotheses which unify them. This course is designed for non-science majors. (May be taken for credit as GENS 103.)

PHYS 201-202 General Physics I & II

4 hours each

First Semester: mechanics, heat, and wave phenomena. Second Semester: electricity and magnetism, light and selected topics in atomic and nuclear physics. Specifically intended for science, engineering, and other students who have had or are concurrently taking calculus. (Three hours of lecture and three hours of lab each week.)

PHYS 221 Introductory Electronics

4 hours

An introduction to electrical and electronic circuits and their elements, with an emphasis on applications. *Prerequisite: PHYS 201-202, or permission of the head of the department.*

PHYS 222 Digital Electronics

4 hours

An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, readouts, shift registers, bi-directional bus structure, serial-parallel/parallel-serial data conversion, and D to A and A to D conversion. (Three hours of lecture and two hours of lab each week. May be taken for credit as CPSC 222.) *Prerequisite: MATH 103 or equivalent or permission of the head of the department.*

PHYS 251 Mechanics

4 hours

A study of particle mechanics, central force motions, motions of rigid bodies, free, forced and coupled oscillations, rotations about an axis, moving coordinates systems, conservation theorems, Lagrange's equations, relativistic mechanics, mechanics of continuous media, and theory of small vibration. *Prerequisite: PHYS 201-202.*

PHYS 261 Electricity and Magnetism

4 hours

A study of electrostatics, magnetostatics, scalar and vector fields, Poynting's vector, electrodynamics, Maxwell's equations, boundary conditions, and wave propagation. *Prerequisite: PHYS 201-202.*

- PHYS 300 Modern Physics** **4 hours**
A presentation, based on mathematical and physical reasoning, of the foundations of modern physics. Treats the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schroedinger equation. (Intended for chemistry, mathematics, physics, or pre-engineering majors.) *Prerequisite: PHYS 201-202 or permission of the head of the department.*
- PHYS 305 Geometric Optics** **2 hours**
The study of light from a non-wave theory standpoint. This course includes the study of reflection, and optical instruments. *Prerequisite: PHYS 201-202 or permission of the head of the department.*
- PHYS 306 Physical Optics** **2 hours**
Topics covered in this course include interference, dispersion, diffraction, polarization, electromagnetic nature of light, and quantum optics. *Prerequisite: PHYS 201-202.*
- PHYS 307 Heat and Thermodynamics** **2 hours**
A study of macroscopic properties of matter from a thermodynamic point of view. Topics include equation of state, the first law of thermodynamics and its consequences, entropy and the second law of thermodynamics, thermodynamic potentials, and applications of thermodynamics to simple systems. *Prerequisite: PHYS 201-202.*
- PHYS 308 Statistical Thermodynamics** **2 hours**
A study of how the microscopic properties of a system can be determined using the methods of kinetic energy and statistical mechanics to calculate the dependence of the macroscopic properties of a system on thermodynamic variables. The Bose-Einstein and Fermi-Dirac statistics are discussed and applied to different systems. *Prerequisite: PHYS 307.*
- PHYS 318 Advanced Physics Lab** **2 hours**
Experiments concerning topics covered in PHYS 300 are emphasized.
- PHYS 401 Introduction to Quantum Mechanics** **4 hours**
A continuation of the study of classical quantum mechanics begun in PHYS 300. Topics include the three-dimensional Schroedinger equation, selection rules, addition of angular momentum, fine structure in hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission. *Prerequisite: PHYS 300 or permission of the head of the department.*
- PHYS 402 Introduction to Solid State Physics** **2 hours**
This course is concerned with the properties that result from the distribution of electrons in metals, semiconductors, and insulators. It examines how the elementary excitations and imperfections of real solids can be understood in terms of simple models. *Prerequisite: PHYS 300 or permission of the head of the department.*
- PHYS 404 Introduction to Nuclear and Particle Physics** **2 hours**
An overview of different models of the nucleus, radioactivity, nuclear reactions, Alpha decay, Beta decay, and Gamma radiations. Fundamental particles and their interactions will also be discussed. *Prerequisite: PHYS 300 or permission of the head of the department.*
- PHYS 477 Seminar in Physics** **2 hours**
A survey of physics for review and correlation of various fields within the discipline. *Prerequisite: Permission of the head of the department.*
- PHYS 480 Methods and Materials in Teaching Physical and Life Sciences** **4 hours**
A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. (May be taken for credit as EDUC 480 or GENS 480.) *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*
- PHYS 487-488 Independent Study** **2 or 4 hours**
- PHYS 490 Senior Project** **2-6 hours**
Research problems in theoretical or experimental physics. Experimental physics is offered in such areas as vacuum systems, machine tool operation, electron systems, spectroscopy, electron microscopy, microwave propagation, nuclear radiation and computer science. Theoretical physics projects are unlimited in scope and are arranged through consultation with the student's faculty advisor.

Political Science

Aims

To provide for the study of American political structures, institutions and processes as they relate to domestic politics and government, to foreign policy and international relations, and to the making of public policy. To support the career objectives of students in public service (management, administration, and operations) and in the private sector (management, administration and operations).

Requirements for Major

Students are required to complete a minimum of 38 hours in the department exclusive of the Senior Project. All students will complete POLS 225 and POLS 478 plus at least 26 additional hours of classroom based courses and a 4-hour internship. Related requirements are HIST 201-202. Cognate courses are recommended in History, Philosophy, Economics and Business, Sociology, Foreign Languages, Communications, Mathematics (especially statistics), Computer Science, and science.

Requirements for Minors

American Government and Politics: POLS 225, 320, 321, 322, 339, either 300 or 227-228.

International Relations: POLS 243, 328, 341; ECON 200, 360.

Public Policy: POLS 231, 232, 331, 332; ECON 200, 301. (*MATH 201 and 281 are prerequisites for ECON 301.*)

Requirements for Teaching Certification

Only Political Science majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 201, 202, 225; SOCI 100; ECON 200; GENS 202 or SOSC 302; POLS 225; INTD 100; RELS 100; SOSC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *SOSC 480 is prerequisite to student teaching.*

Courses

POLS 225 American Government

4 hours

An introduction to the formal and informal structures, institutions, and processes which comprise the American political system at the national level.

POLS 227-228 Intergovernmental Relations

2 hours each

The courses cover U.S. Constitutional provisions about federal-state-local governmental relationships and interrelationships and examine the development of the federal system. Major topics include fiscal federalism, the changes in the nature of federal-state relationships, joint programming, the grants-in-aid system, and current issues and proposals regarding federal and state program responsibilities. The implications of federal decisions for states and local governments are included.

POLS 231 The Politics of Public Policy

4 hours

An examination of selected models and approaches to the study of public policy. While providing an overview of the policy process, the focus of attention is on how public issues are identified, defined, get on the public agenda, and how they get on (or are kept off) the official agenda. Selected case studies of public policy-making are analyzed.

POLS 232 Public Policy Formation**4 hours**

The focus is on the development of proposed courses of action for dealing with public problems, an examination of the sources of policy proposals, the criteria used by officials in making choices, and the mobilization of support for the policy and program decisions. Special attention is paid to the role of the policy analyst and the ethical dimensions of policy-making and analysis.

POLS 243 International Politics**4 hours**

An analysis of the factors involved in the relations among states, traditionally and in a global perspective. This analysis is applied to theoretical, historical, and current political and political-economic situations.

POLS 288 The American Political Novel**2 hours**

An examination of the political life in the United States at the municipal, state, and federal level as reflected in a number of political novels since 1932. The course examines *Grapes of Wrath*, John Steinbeck; *It Can't Happen Here*, Sinclair Lewis; *All the King's Men*, Robert Penn Warren; *The Last Hurrah*, Edwin O'Connor; and *Advise and Consent*, Alan Drury, plus an additional book selected for each student. (May be taken for credit as HIST 288.)

POLS 300 Public Administration**4 hours**

An examination of the basic concerns of American public agencies, principally federal; problems of planning, organization, staffing and efficiency; problems of their proper place in the political arena; problems of relating democratic principles of administrative actions.

POLS 311 Public Budgeting Process**4 hours**

This course examines the process and politics of budgeting in the federal government, with some attention to state and local budgeting problems. The role of the President and the executive branch in budgeting, congressional processes for budget approval, and the implementation of the budget are studied in depth. Recent budgeting systems used in the federal government are included, as well as examination of the importance of budgeting to overall program and policy development in government. Students critique an actual public budget as part of the course.

POLS 320 Legislative Process**4 hours**

The course deals with the role of Congress in federal policy-making. The constitutional powers of Congress are examined, but the primary emphasis is on the influences on Congress and its organization for decision-making. The importance of constituents, the executive branch, political parties, colleagues, congressional committees, and the media are all included. Some attention is also given to state legislatures.

POLS 321 Executive Leadership**4 hours**

This course focuses on the institutionalized presidency and the leadership role of the President. The constitutional powers, historical development, responsibilities, current powers and the problems of the presidency are examined. The roles of the President in policy-making are analyzed, especially the President's relationships with the White House Office, the Executive Office of the President, the Cabinet, Congress, the courts, the bureaucracy, and parties and interest groups are included.

POLS 322 Judicial Behavior**4 hours**

The role of the courts in the political process and as policy-makers will be a focus of study. Various approaches to the understanding of the behavior of judges and legal system actors are examined. The influence of values, social background factors, professional socialization, small group dynamics, role perceptions, interest group interaction, and recruitment and selection processes on judicial and legal actor decision-making will be studied. The problems of the impact of and compliance with judicial decisions are examined.

POLS 325 Political Economy**4 hours**

An examination of the links between the economy, polity, and policy. A particular focus is on the role of government in the allocation of goods, especially public goods. Basic socio-economic decision-making mechanisms will be critically analyzed, including the market, government, hierarchy, and bargaining. A variety of political economic approaches will be examined including traditional economic, non-economic, and Marxist approaches.

POLS 328 Comparative Government**4 hours**

A survey of the major approaches to the study of political systems with attention to their similarities and differences. Focuses on such approaches as historical, ideological, structural, functional, whole systems, and political economic. Liberal democratic, communist, and Third World systems are examined in terms of the whole historical systems approach. Students undertake comparative case studies.

POLS 331 Public Policy Implementation 4 hours

The analysis of the systemic, organizational, and personal factors influencing the behavior of those who have authority to carry out policy directives. In addition, the influence of intermediaries, administrative lobbies, issue networks, recipients-clients, the media, and policy evaluators on the implementation of public policy will be studied. Legal, bureaucratic, and personal imperatives affecting the composition and interaction of actors in relation to specific policies are examined.

POLS 332 Public Policy Evaluation 4 hours

This course focuses on the ways in which public programs are evaluated. It examines who does the evaluation and the types of evaluation methods that may be used. Students critique and design policy evaluations as part of the course.

POLS 339 American Political Parties and Interest Groups 4 hours

A study of major and minor political parties in the U.S. Attention is given to the history, structure, functions, tactics, and financing of political parties in a democratic system, as well as to the American electoral process and a brief look at foreign party systems. The role of interest or pressure groups in a democratic pluralist society is also given major attention. (POLS 225 or HIST 201-202 are recommended for background in the field.)

POLS 341 U.S. Foreign Policy 4 hours

An examination of the assumptions and mechanics behind the making of U.S. foreign policy since World War II. The material provides frameworks for analyzing and evaluating various interpretations of U.S. national security and foreign policy, U.S. national interests and commitments. Case studies in U.S. foreign policy are analyzed.

POLS 357 History of Political Philosophy 4 hours

A survey of the major literature in the evolution of political philosophy from the classical period to Karl Marx. A special effort is made to relate the principal concepts in political philosophy, such as justice, freedom, and equality, to contemporary politics.

POLS 365 Constitutional Law 4 hours

The study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. POLS 225 or HIST 201-202 are recommended for background in the field. (May be taken for credit as HIST 365.)

**POLS 470 Internship in Politics,
Public Administration, and Public Policy 2-8 hours**

A faculty supervised off-campus learning experience for a student concentrating in politics with an academic dimension involving off-campus work and a substantive research project. A faculty member must approve the internship experience and the projected academic research work prior to the student's beginning the internship experience. Off-campus work is jointly supervised by the faculty member and an approved off-campus mentor. The student is evaluated by the faculty supervisor who may take into consideration an evaluation of the student's performance by the off-campus mentor. In all cases an internship project must be submitted for evaluation by the student in order to complete successfully the requirements for the internship.

POLS 478 Research Methods in Political Science 4 hours

A consideration of the scope and political science through an examination of approaches, models and methods utilized in research in the field. Attention is given to the scientific and quantitative dimensions of this research. Includes instruction, application, and experience in computer applications in political science and the preparation of a research design.

POLS 487-488 Independent Study 2 or 4 hours

POLS 490 Senior Project 2-6 hours

Begins first semester of the senior year.

Psychology

Aims

To assist the student in gaining a basic knowledge of psychology as the science of human behavior; to foster development of social awareness and social adjustment through an understanding of the fundamental similarities and differences among people; to encourage both original and critical thinking; and to give background preparation for professions which deal with individual and group behavior.

Requirements for Major

Two plans for majoring in Psychology are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree.

The Bachelor of Science plan is designed for students most interested in the scientific aspects of psychology, particularly for those who are considering graduate work in experimental or clinical psychology. Most Ph. D. programs in experimental or clinical psychology require the types of undergraduate courses included in the Bachelor of Science plan.

The Bachelor of Arts plan is flexible, and can be designed to meet the needs of students who wish to pursue masters-level education in a variety of fields, such as counseling, organizational psychology, and guidance, desire a broad undergraduate education and graduate education in areas outside of psychology, such as business, law, and education, or seek a broadly applicable undergraduate degree.

Requirements for the Bachelor of Science Degree

The Bachelor of Science degree requires a minimum of 30 hours in the department, including PSYC 100, 205, 206, 311, 312, 415, and 477, as well as a Senior Project. Six hours are also required in natural science. Two of these must be in a biology course stressing animal biology, physiology, or genetics. The remaining four hours may be in similar biology courses, physics, or chemistry (including CHEM 100).

Students planning on graduate school in psychology are also advised to take at least one course in calculus and to obtain some skills in computer use. It should also be kept in mind that most graduate schools require a reading knowledge of one or two foreign languages, usually French, German, or Spanish.

Requirements for the Bachelor of Arts Degree

The Bachelor of Arts degree requires a minimum of 24 hours in the department, including PSYC 100, 205, 206, 415, and 477, plus a Senior Project. Depending upon the direction of the student's interests, the department sees as particularly useful and relevant courses in sociology, social work, philosophy, child and adolescent development, biology, and the history of scientific thought.

Requirements for Teaching Certification

Only Psychology majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 201, 202, 225; SOCI 100; ECON 200; GENS 202 or SOSC 302; POLS 225; INTD 100; RELS 100; PSYC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described on p. 60 of this **Bulletin**. *PSYC 480 is prerequisite to student teaching.*

Courses

PSYC 100 General Psychology **4 hours**

An introduction to the general field of psychology, including learning, motivation, sensation, perception, cognition, personality, abnormal behavior, testing, physiological psychology, and social psychology.

PSYC 101 Lab Experience **1 hour**

This course provides exposure to experimentation and data analysis in the field of psychology. (Must be taken for a letter grade.) *Open only to transfer students who have completed an introductory psychology course not including a laboratory component.*

PSYC 182 Psychology of Love **2 hours**

This course is a psychological examination of various topics in the areas of love and intimacy, including the nature of love, the importance of communication, openness and authenticity, infatuation and passion, jealousy, self-esteem, sexuality, marriage and divorce, and overdependency. The emphasis is on learning to use the knowledge gained to increase the capacity for love of self and others. (Offered only during January Term.)

PSYC 188 Psychology of Death and Dying **2 hours**

This course is an examination of various topics in the area of death and dying, including attitudes toward death, stages of dying, grief and mourning, children and death, funeral practices, suicide, and immortality. The emphasis is on learning to live a deeper and more meaningful life through exploring the importance of death. (Offered only during January Term.)

PSYC 205 Quantitative Methods in Psychology **4 hours**

An introduction to the basic problems and techniques of measurement in psychology and to basic statistical techniques used in psychological research. This course also includes an introduction to designs for research and experimentation.

PSYC 206 Research Methodology **4 hours**

An intermediate level examination of various types of research design, and important issues in design and statistical analysis. Students propose pilot research projects as an application of principles covered in the course. *Prerequisite: PSYC 205 or MATH 281.*

PSYC 210 Psychology of Women **4 hours**

This course provides a critical survey of empirical and theoretical treatments of the female experience. The intellectual, motivational, biological, and cultural factors which influence women throughout the life cycle will be discussed.

PSYC 224 Psychology of Personal Growth **4 hours**

This course is for students who wish to expand their self-awareness and explore choices available to them in significant areas of their lives. Topics include self-concept and self-esteem, relationships, communication, stress management, sex roles and sexuality, time management and goal-setting, career planning, and developing a meaningful philosophy of life. Students should be willing to share thoughts and feelings about significant topics in small-group discussions. *Not open to students who have taken FSEM 111: Education of the Self.*

PSYC 243 Socio-Psychological Perspective of Physical Activities **4 hours**

A consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustments and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered. (May be taken for credit as PHED 243.)

PSYC 285 The Creation of Gender in America, Australia, and New Zealand **2 hours**

This course examines the biological fact of sex and the cultural concept of gender in employment, advertising, and recreation in the United States, Australia, and New Zealand. (May also be taken for credit as SOSC 285.)

PSYC 287 Organizations and Human Behavior **4 hours**

A study of specific aspects of organization culture such as motivation, conflict, power, and leadership. Exercises and simulations are emphasized which focus on improving the effectiveness of organizations by strengthening human processes. (May be taken for credit as ECON 287.)

PSYC 311 Experimental Psychology I **4 hours**

This course gives students experience, at the intermediate level, with the research process within psychology. Students will engage in experimental work in the areas of perception, cognition, and social processes. Some familiarity with computers is desirable. *Prerequisites: PSYC 100, 205.*

PSYC 312 Experimental Psychology II **4 hours**

A continuation of PSYC 311, covering the areas of learning, perceptual-motor skills, and motivation. *Prerequisites: PSYC 100, 205.*

PSYC 315 Modification of Behavior **2 hours**

The course has two main aims: to help the student learn systematically to analyze behavior in terms of reinforcement principles and to help the student develop skills in the application of these principles to the modification of behavior in practical situations. Examples of the latter arise in the areas of behavior disorder, child-rearing, the work situation, and habit change.

PSYC 324 Personality: Theory and Application **4 hours**

The course covers major theories of personality and principles of personal adjustment and growth, including development, motivation, dynamics, problems in group living, and intellectual, emotional, and social adjustment. The course should be valuable to the potential doctor, nurse, social worker, child-care worker, teacher, or parent.

PSYC 325 Abnormal Psychology **4 hours**

This course explores development, dynamics, social significance, and theoretical implications of deviant behavior. While the traditional psychiatric diagnostic categories are studied, there is a strong emphasis upon alternative approaches to the medical model of abnormality. The concepts of normality and abnormality in relation to cultural norms and stereotypes are examined in depth. The course should prove particularly useful to students planning on a career in the helping professions.

PSYC 326 Social Psychology **4 hours**

The aspects of social behavior and specific social issues are examined within the context of theory and experimental research. Topics include social factors in the development, cooperation and competition, aggression, racial and social-class differences in personality, motivation, language, attitudes and attitude change, authoritarianism and obedience, and interpersonal and group processes (affiliation, attraction, perception, conformity, and leadership).

PSYC 327 Seminar in Theories and Techniques of Psychotherapy and Counseling **4 hours**

The course provides the student with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included, which should be particularly useful to students interested in going on into one of the helping professions such as clinical psychology, psychiatry, social work, school psychology, counseling, or occupational therapy. *Prerequisites: PSYC 100 and 324 or 325 plus permission of the instructor.*

PSYC 410 Tests and Measurements **2 hours**

The study of a variety of assessment instruments for the purpose of educational evaluation placement, diagnosis, and intervention. Students administer formal tests and develop informal tests as a means of acquiring skills with standardized, norm-referenced, criterion-referenced, diagnostic, and achievement tests to provide appropriate educational programs for the learning disabled student. (May be taken for credit as SPED 410.) *Prerequisite: EDUC 348.*

PSYC 415 Systematic Psychology **4 hours**

An examination of the systematic positions and theories that have been important in the history of psychology, as well as a brief review of the philosophical bases underlying these positions.

PSYC 477 Senior Seminar **2 hours**

An introduction to professional opportunities in psychology and related fields and an exploration of value and ethical consideration. Continued guidance on senior project and senior comprehensive examinations also is provided during the course.

PSYC 480 Methods and Materials in Teaching Psychology**4 hours**

A study of the methods and materials used in teaching psychology in the secondary school. The course has a systematic and experimental emphasis. (May be taken for credit as EDUC 480.) *Prerequisite: 16 hours of psychology.*

PSYC 487-488 Independent Study**2 or 4 hours****PSYC 490 Senior Project****2-8 hours.**

Religious Studies

Aims

The Religious Studies program emphasizes the study of religion in the context of the broader concerns of the nature and meaning of human existence. Religion provides a perspective for reflecting on the world in which we live, the values we hold, and the way in which we express those values in word and deed. Thus, the program is designed to place the study of religion in terms of the question, "What does it mean to be a human being in this world?" Therefore, the program concentrates on teaching the student the primary ways to study religion in the modern world. As such, the Religious Studies major is intentionally interdisciplinary. It seeks to integrate the study of the origins and historical development of both Western and Eastern religious traditions, the various manifestations of religion (for example, sacred texts, myths, symbols, rituals, and institutions), and the variety of ways in which religion may be analyzed and interpreted.

Requirements for Major

Religious Studies requires a minimum of 30 hours in the department exclusive of RELS 100 and the Senior Project. The following courses are required: RELS 220, 240 or 243, 301, 311, 321, 322, 344. Also required are INTD 251 and 252.

Requirements for Minor

RELS 220 or 321, 240 or 243, 301 or 311, plus eight additional hours from Religious Studies exclusive of RELS 100.

Courses

RELS 100 Judaeo-Christian Heritage and Contemporary Living**4 hours**

A study of the Judaeo-Christian heritage with the aim of understanding how Biblical writers reflect on the basic human and social issues which continue to engage contemporary people. Study is done within a triple context: (1) the Biblical tradition; (2) the liberal arts tradition of Bethany College; (3) contemporary questions.

RELS 140 The Art and Spirituality of Rome: A Sacred Marriage**2 hours**

This course is an on-location study in Rome of the art and architecture of the Early Christian Renaissance and Baroque periods and their relationship, both stylistic and subjective, to the pilgrimage of the Christian people. Enrollment is limited. (May be taken for credit as FINA 140. Offered only during January Term.)

RELS 145 Jamaica: A Look at Both Sides**2 hours**

The course is an on-location study of the history and culture of Jamaica and the influence of the church, both past and present, on the island. The course examines the church's role in the process of colonization and subsequent liberation. Students observe and participate in the church's work in Jamaica today. (Offered only during January Term.)

RELS 220 Introduction to the Study of Religion 4 hours

An intellectual, historical, and comparative survey of the major interpretive approaches in religious studies. The methodological orientations of figures such as Rudolf Otto, Mircea Eliade, Joachim Wach, and others are discussed.

RELS 221 World Religions 4 hours

An introductory and comparative study of the role and meaning of religion throughout the world. Emphasis is placed on constructing a model for mapping and understanding different ways of being religious in Western religious traditions, Eastern religious traditions, and tribal religions.

RELS 240 Japanese Religions 4 hours

An introduction to the historical development of Japanese religion and culture through the study of its major spiritual expressions: Japanese shamanism and folk religion, Zen Buddhism, Confucianism, State Shinto, and the new religious movements of the modern period.

RELS 243 Sacred Biography and Buddhism 4 hours

A study of the basic teachings and practices of Buddhism through a close textual study of Theravada and Mahayana Buddhist scriptures. The focus of the course is on the life of the Buddha and various Buddhist spiritual figures.

RELS 245 Ghosts, Monsters, and Demons in Japan and the West 4 hours

A religious-historical study of stories about the strange, the uncanny, and the monstrous in a comparative analysis of Japanese and Western contexts.

RELS 260 Creation Mythology 2 hours

A comparative study of creation stories drawn from several distinct cultures, times, and places. Topics for discussion include the nature of creation mythology, the ways in which creation stories serve as models for present world order, and creation mythology in the modern world.

RELS 264 Justice, Law, and Religion 2 hours

An exploration of the “law codes” of several distinct religious traditions and the various views of justice found in these religious traditions. The course focuses on the relationship between law and religion.

RELS 301 The Pentateuch 4 hours

A study of the first five books of the Bible, emphasizing the central religious traditions of the Jewish faith: creation, patriarchs, exodus, Sinai, and wilderness. The course is an introduction to Israelite history, the development of religious practices in Israel, and a broad range of theological perspectives in ancient Israel.

RELS 303 Job 2 hours

An intensive study of the book of Job in the context of Ancient Near Eastern wisdom thought and subsequent retellings of the story of Job. Emphasis is on the theological issue of the suffering of the righteous and on the relationship between story and theology.

RELS 304 Mission and Message of the Prophets 2 hours

The critical and appreciative reading of selected writings of the classical prophets of ancient Israel (Amos, Hosea, Isaiah, Jeremiah, and Ezekiel). Emphasis is on the major ideas of the prophets and the relationship of these ideas to the issues facing both ancient and modern people.

RELS 311 Studies in the Gospels 4 hours

An introduction to methods for discerning the messages of the gospel writers; emphasizing the Gospel of Mark. *Prerequisites: RELS 100 and permission of the instructor.*

RELS 312 Galatians and Romans 2 hours

A close and critical examination of the Biblical books of Galatians and Romans and an introduction to the life and ministry of Paul.

RELS 321 Myth, Symbol, and Ritual 4 hours

Drawing on the works of Victor Turner and Mircea Eliade, symbols and the ways in which they are expressed through myths and ritual actions are explored. Emphasis is on the ways in which myth, symbols, and rituals serve as fundamental means for structuring human existence in the context of the sacred.

- RELS 322 Sociology of Religion** **4 hours**
A study of formal religion and its functional equivalents both in primitive and modern societies; the relationship between religion and other social institutions, and religion and social change.
- RELS 331 Sacred History and Religious Traditions** **4 hours**
An exploration of the distinct types of sacred history found in Islam, Judaism, Christianity, and Buddhism. The course focuses on images of human history and human fulfillment revealed in these religious traditions.
- RELS 344 Tribal Religions** **2 hours**
A study of cosmological and ritual order in several tribal societies. Topics include the "primitive" as a category for the Western experience of the other, art and symbolism in religion, orientations in time and space, oral tradition, and millenarianism.
- RELS 352 Islamic Civilization** **4 hours**
A study of the life and background of the prophet, the *Qur'an*, the development of Islamic thought, and the early Islamic empires.
- RELS 361 American Catholicism** **2 hours**
A descriptive study of contemporary American Catholicism and its roots. The course emphasizes such topics as modern Catholic worship, the crisis of authority, the "immigrant church," the church and political life, Catholic education, and the charismatic movement.
- RELS 362 American Judaism** **2 hours**
A descriptive study of contemporary American Judaism and its roots. The course emphasizes the life-cycle customs of Judaism. Jewish holidays are studied in the context of Jewish history. The course seeks to develop a broader understanding of the modern Jewish community in the United States and is supported by a grant from the Jewish Chautauqua Society.
- RELS 363 Alexander Campbell and His Reformation** **4 hours**
A study of the background, life, thought and historical contexts and outcomes of Alexander Campbell and his colleagues and successors. Special topics and interests will be covered according to the special interests and research of the instructor.
- RELS 365 Pilgrimage and Religion** **2 hours**
A comparative exploration of pilgrimage as a ritual process in distinct religious traditions (both Western and Eastern). The student gains insight into the ways in which pilgrimage brings about spiritual transformation, a shift in worldview, and the creation of specific forms of community.
- RELS 366 Dreams, Dreaming, and Religion** **2 hours**
A comparative study of Western and non-Western understandings of dreams as a mode of apprehending and transforming human experience. Topics include the study of dreams and ontology, dreams and the sacred, therapeutic applications of dreaming, and dream theory as a means of interpreting myth, symbol, and ritual.
- RELS 367 Temples and Tradition** **4 hours**
A comparative study of the temple as a sacred space in the history of religions. Topics include the nature of sacred space, the temple as model of contemporary world order and as symbol of ultimate reality, and temple worship and pilgrimage as a means for religious transformation.
- RELS 487-488 Independent Study** **2 or 4 hours**
- RELS 490 Senior Project** **2-8 hours**

Social Science

Social Science is a grouping of courses only. It is not a separate department. Students who participate in such programs as the American University Washington Semester and other similar off-campus programs may receive credit in this area.

Students majoring in History, Political Science, Economics, or Sociology who wish to be recommended for state certification in Social Studies must complete the following courses: HIST 101, 201, 202, 225; SOCI 100; ECON 200; GENS 202 or SOSC 302; POLS 225; INTD 100; RELS 100; SOSC 480; 24 hours in their major field, the courses in the professional education sequence described on p. 60 of this **Bulletin**.

SOSC 202 Statistical Analysis with SPSS **1 hour**
An introduction to the use of Statistical Package for the Social Sciences in the computer analysis of experimental data. (Activity course: CR/NCR only.) *Prerequisites: PSYC 205, MATH 281, or permission of the instructor.*

SOSC 280-289 British Commonwealth Studies **2 or 4 hours**

SOSC 285 The Creation of Gender in America, Australia, and New Zealand **2 hours**
This course examines the biological fact of sex and the cultural concept of gender in employment, advertising, and recreation in the United States, Australia, and New Zealand. (May also be taken for credit as PSYC 285.)

SOSC 302 World Geography **2 hours**
The study of the physical, social, and political geographic factors of the world. Recent changes in Europe, Asia, and Africa are discussed.

SOSC 320 Cultural Backgrounds of British Literature **4 hours**
A survey of British history from the Celtic times to the present. Major political developments such as the development of parliamentary government and the constitution are taken into account, but major emphasis is placed on extra-political matters such as the development of the English language, music, art, architecture, drama, the English church, education, and domestic life. Every effort is made to take advantage of the locale to visit museums, castles, cathedrals, universities, Parliament, theatres, and concert halls. Taught in Oxford, England.

SOSC 480 Methods and Materials in Teaching Social Studies **2 hours**
An examination of the nature, objectives, and curricula of social studies in junior and senior high schools. Concepts and methods of approach are emphasized. Methods, techniques, teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills. (May be taken for credit as EDUC 480.)

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John W. Renner, Chair; Gordon B. Dalrymple, Douglas D. Danforth, Thomas P. Johnson, Sr., John H. McConnell, Joseph M. Sakach, Jr., (Robert A. Sandercox, *ex officio*).

FINANCE
William E. Lewellen, Chair; Hugh E. Joyce, Harry Martens, G. Ogden Nutting, Joseph M. Sakach, Jr., Lee A. Scott, Sr., (Joseph M. Kurey, *ex officio*).

INVESTMENT
Harry Martens, Chair; William R. Hoag, Thomas P. Johnson, Sr., William E. Lewellen, Lee A. Scott, Sr., Harold R. Watkins, Frank L. Wiegand, Jr., (Joseph M. Kurey, *ex officio*).

LONG-RANGE PLANNING
Charles D. Bell, Chair; James F. Companion, D. Duane Cummins, Rodney B. Hurl, G. Ogden Nutting, (Robert A. Sandercox, *ex officio*).

NOMINATING
James F. Companion, *Chair*; Douglas D. Danforth, Rodney B. Hurl, John H. McConnell, Ann Cochran Preston, John W. Renner.

STUDENT SERVICES
Linda Donelle Lewis, Chair; Walter Scott Blackburn, James Lee Collins, Tom Johnson, Jr., William S. Ryan, Ann Wilkin Trombadore, (John S. Cunningham, *ex officio*).

ALUMNI COUNCIL MEMBERS 1992-1993

SALLY SCHREIVER BADO, Pittsburgh, Pennsylvania
HAROLD F. BALK, Pittsburgh, Pennsylvania
HERBERT BERMAN, Somerset, Pennsylvania
SHARON NADA BOGARAD, Weirton, West Virginia
IRENE HUTCHISON BRYANT, Pittsburgh, Pennsylvania
FRANCES FIESS CALDWELL, New Martinsville, West Virginia
ELIZABETH STEVENS CHEWNING, Germantown, Maryland
WILBUR H. CRAMBLET, Bethany, West Virginia
KAREN R. DOUGHERTY, Great Falls, Virginia
JOHN ERSKINE, Pittsburgh, Pennsylvania
DONALD FORD, Warren, Ohio
BARRY F. GAETANO, Greensburg, Pennsylvania
JOSEPH C. GLUCK, Morgantown, West Virginia
CAROL DUECKER GRIMES, Bethany, West Virginia
RICHARD J. HULL, Tipton, Indiana
JENNIFER JOHNSON, Odenton, Maryland
GARY H. KAPPEL, Bethany, West Virginia
CAROL DUPKE KUREY, Bethany, West Virginia
JANET A. LONG, Elyria, Ohio
ARTHUR C. LOW, North Brook, Illinois
ROBERT LEE MARTIN, Wheeling, West Virginia
EDWARD C. McGALL, Coraopolis, Pennsylvania
RICHARD MEESS, Pittsburgh, Pennsylvania
MARY ANN MENTEN, Warren, Ohio
ERIC G. MORGAN, Warren, Ohio
KENNETH L. MORGAN, Wheeling, West Virginia
JOHN H. SAYERS, Wardensville, West Virginia
JAMES D. SCHIMMEL, Columbus, Ohio
JEFFREY L. SEGLIN, Boston, Massachusetts
LAURA CRAMBLET SLACUM, Greensboro, Maryland
MARY E. SWEENEY, Pittsburgh, Pennsylvania
MARY HELEN VAN DYKE, Columbus, Ohio
DAVID R. WILLIAMS, Annandale, Virginia

TRUSTEE MEMBERS, EX OFFICIO

JAMES L. COLLINS, Wheeling, West Virginia
RODNEY B. HURL, Marysville, Ohio

ADMINISTRATION

D. DUANE CUMMINS, **President**

ROBERT A. SANDERCOX, **Vice President for Institutional Advancement**
RUTH WESTLAKE, *Director of Public Information and Publications*
JERALD E. FUQUA, *Director of Church Relations*
ELIZABETH B. VANNELLE, *Director of Development*
ROBERT C. ROSBOROUGH, JR., *Director of Alumni Relations*
PATRICIA L. CUNNINGHAM, *Assistant Director of Alumni Relations*
NANCY W. AULT, *Director of the Leadership Center*
VICKY FUQUA, *Director of the Heritage Resource Center*

RICHARD M. BERNARD, **Vice President for Academic Affairs and Dean of Faculty**
JOHN C. GIESMANN, *Assistant Dean of the Faculty; Registrar; Director of the January Term*
SHELLY GUZEK, *Assistant Registrar*
LYNN F. ADKINS, *Director of Social Work Program; Director of Teacher Preparation Programs*
KATHERINE S. CORAM, *Coordinator of Social Work Field Instruction*
DONNA F. KEITH, *Coordinator of Student Teaching*
ROBYN R. COLE, *Director of Writing*
RUSSELL J. COOK, *General Manager of TV3*
DONALD L. EILENSTINE, *Director of the Office of Career and Professional Development*
W. RANDOLPH COOEY, *Associate of the Office of Career and Professional Development*
JOHN D. DAVIS, *Associate of the Office of Career and Professional Development*

LARRY E. GRIMES, *Director of Freshman Studies*
 DAVID J. JUDY, *Director of the Bethany Theatre*
 JOHN C. KRUG, *Director of the Library and Director of Academic Computing*
 JOCELYN SHEPPARD, *Catalog Librarian*
 MARY-BESS HALFORD, *Reference Librarian*
 ANTHONY L. MITCH, *Director of Interdisciplinary Studies*
 PAULINE R. NELSON, *Director of International Education Programs*
 CHRISTINA SAMPSON, *Director of Special Advising*
 KATHLEEN TAGG, *Assistant Director of Special Advising*
 PATRICK J. SUTHERLAND, *General Manager of Radio Station WVBC*
 SACHIKO WOOD, *Coordinator of Media Services*
 T. GALE THOMPSON, *Director of Practicums*
 DONALD D. TURNER, *Director of Athletics; Head Coach of Football*
 JANICE L. FORSTY, *Assistant Athletic Director; Head Coach of Women's Soccer and Softball*
 LISA CAMPANELLO-KOMARA, *Head Coach of Women's Basketball and Volleyball*
 G. PATRICK STEWART, *Director of Intramural Athletics; Head Coach of Men's Basketball*
 WALLACE B. NEEL, *Director of Summer Aquatics*
 RICHARD F. CARVER, *Coordinator of Athletic Facilities; Head Coach of Baseball;*
 Assistant Coach of Football
 LINDA A. SELL, *Athletic Trainer*
 JOHN S. CUNNINGHAM, *Head Coach of Men's Soccer*
 JOHN J. MCGOWAN, *Head Coach of Swimming and Cross Country*

JOHN S. CUNNINGHAM, Vice President for Student Services and Dean of Students
 DARLINE B. NICHOLSON, *Dean of Student Life and Director of Summer Camps and Conferences*
 GREGORY H. KRIKORIAN, *Assistant Dean of Students; Director of Counseling; Coordinator of Substance Abuse Programs*
 MARY J. KRIKORIAN, *Student Development Counselor and Director of the Center for Academic Success*
 JOANNE SYKES, R.N., *College Nurse and Supervisor of the Infirmary*
 JAMES COMERCI, M.D., *College Physician*
 BASIL PAPADIMITRIOU, M.D., *College Physician*
 DANIEL G. HARRY, *College Chaplain*
 MELINDA S. FETHERMAN, *Assistant Chaplain/Coordinator for Christian Outreach*

JOSEPH M. KUREY, Vice President for Finance and Treasurer
 SHIRLEY M. JACOB, *Assistant Treasurer and Chief Accountant*
 SUSAN E. MEHALIK, *Director of Personnel and Auxiliary Services*
 SUSAN E. TATE, *Controller*
 ANN CRAFT, *Manager of College Store*
 JUSTIN SKYWATCHER, *Director of Data Processing*
 MICHAEL GILLEN, *Director of Dining Service*

GARY R. FORNEY, Vice President for Enrollment Management
 SHERYL L. REDDY, *Associate Dean of Admission*
 PENNY CUNNINGHAM, *Admission Counselor*
 JAMIE HAMM, *Admission Counselor*
 CHRISTINE LENZ, *Admission Counselor*
 THEODORE W. BUNNELL, *Director of Financial Aid*
 BETH DAMEIER, *Associate Director of Financial Aid — Returning Students*

FACULTY AND INSTRUCTIONAL STAFF

D. DUANE CUMMINS, *President of the College and Professor of American History.* (1988)
B.A., Phillips University; M.A., University of Denver; Ph. D., University of Oklahoma; LL.D., William Woods College; Hum. D., Phillips University.

RICHARD M. BERNARD, *Vice President for Academic Affairs, Dean of Faculty and Professor of American History.* (1989).

B.A., University of Oklahoma; M.A., Wake Forest University; Ph.D., University of Wisconsin

ROBERT A. SANDERCOX, *Vice President for Institutional Advancement.* (1957).

B.A., Bethany College; M.Div., Yale University; University of Buffalo; West Virginia University; Litt.D., Bethany College.

JOHN S. CUNNINGHAM, *Vice President for Student Services and Dean of Students.* (1967).

B.S., Slippery Rock State College; M.Ed., Kent State University; Ed. D., West Virginia University.

Emeriti

FORREST H. KIRKPATRICK, *Dean of Students and Professor Emeritus* (1927-1952). *Adjunct Professor* (1952-1958; 1970-1987), and *Distinguished Professor.* (1987); *Dean of Faculty* (1987-1988).

University of Dijon; B.A., Bethany College; M.A. and Prof. Dipl., Columbia University; University of Pittsburgh; University of London; University of Pennsylvania; University of Cambridge; University of Oxford; LL.D., Bethany College; LL.D., College of Steubenville; LL.D., Drury College; H.H.D., Wheeling College.

BRADFORD TYE, *Associate Professor of Mathematics Emeritus.* (1943-1973).

B.S., Alma White College; M.S., New York University; Rutgers University; Columbia University; University of Pittsburgh.

GEORGE K. HAUPTFUEHRER, *Professor of Music Emeritus.* (1945-1977).

B.A., B.M., Friends University; M.A., University of Kansas; Pittsburgh Musical Institute; Juilliard School of Music; Indiana University.

S. ELIZABETH REED, *Associate Professor of Physical Education Emeritus.* (1945-1975).

B.A., Muskingum College; M.Ed., University of Pittsburgh; University of Wisconsin; New York University; University of Wyoming; University of Southern California; University of Michigan.

HELEN LOUISE MCGUFFIE, *Professor of English Emeritus.* (1947-1983).

B.A., Bethany College; M.A., University of Pittsburgh; Ph.D., Columbia University; University of Oxford; Litt.D., Bethany College.

MARGARET MATHISON, *Professor of Education Emeritus.* (1951-1974).

B.A., M.Litt., University of Pittsburgh; University of Southern California; Pennsylvania State University; Ohio State University.

J. DANIEL DRAPER, *Professor of Chemistry Emeritus.* (1951-1984).

B.S., Franklin and Marshall College; Ph.D., University of Maryland; Michigan State University; Louisiana State University; University of East Anglia; Sc.D., Bethany College.

WINIFRED WEBSTER, *Dean of Women and Instructor in English Emeritus.* (1952-1960).

B.A., University of North Dakota; M.A., Columbia University.

PERRY E. GRESHAM, *President Emeritus* (1953-1972); *Distinguished Professor.* (1975).

B.A., B.D., Texas Christian University; LL.D., Texas Christian University; University of Chicago; Columbia University; Litt. D., Culver-Stockton College; L.H.D., Chapman College; Ed.D., Transylvania University; Litt.D., University of Cincinnati; Litt.D., Findlay College; Pd.D., Youngstown University; D.B.A., Lawrence Institute of Technology; H.H.D., Bethany College; J.D., William Woods College; Litt. D., West Virginia University; L.H.D., Concord College; Ed.D., Rio Grande College; LL.D., Alderson-Broadbent College; LL.D., Quincy College; D. Hum., Washington and Jefferson College.

SUSAN W. HANNA, *Instructor in Health and Physical Education Emeritus.* (1957-1977).

B.A. Bethany College; Marjorie Webster School of Physical Education.

THEODORE R. KIMPTON, *Assistant Professor of Foreign Languages Emeritus.* (1965-1974).

B.S., United States Military Academy; M.A., University of Maryland; Catholic University; Laval University.

MARJORIE E. CARTY, *Lecturer in Foreign Languages Emeritus*. (1965-1984).
Ph.B., University of Chicago; Clark University; Saltillo (Mexico) State Teachers College; University of Nicaragua; Bethany College; West Virginia University; University of Puerto Rico; Universidad Iberoamericana.

WESLEY J. WAGNER, *Associate Professor of Art Emeritus*. (1967-1983).
Pennsylvania Academy of Fine Arts; Barnes Foundation.

DOROTHY HUESTIS, *Assistant Professor of Education Emeritus*. (1969-1976).
B.A., M.A., Indiana University.

CHARLES E. HALT, *Professor of Economics Emeritus*. (1969-1977).
B.S., Slippery Rock State College; M.Ed., Pennsylvania State University; Ph.D., Syracuse University; University of Pittsburgh.

J. TREVOR PEIRCE, *Professor of Psychology Emeritus*. (1969-1987).
B.A., Princeton University; Ph.D., University of California-Berkeley.

LEONORA BALLA CAYARD, *Professor of Foreign Languages Emeritus*. (1970-1986).
Ph.D., Marburg University; Yale University.

OLIVER MANNING, *Artist-in-Residence Emeritus*. (1972-1982).
B.M., Louisiana State College; M.M., Cincinnati College Conservatory of Music.

TODD H. BULLARD, *President Emeritus*. (1980-1988).
Bethany College; B.A., West Liberty State College; M.A., West Virginia University; Ph.D., University of Pittsburgh.

WILLIAM L. YOUNG, *Professor of History Emeritus*. (1950-1988).
B.A. Bethany College; M.A., Ph.D., Ohio State University; Columbia University.

JOHN R. TAYLOR, *Professor of English Emeritus*. (1955-1992).
B.A., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, (England); University of Edinburgh; Oxford University; Litt.D., Bethany College.

ALBERT J. OSSMAN, JR., *Professor of Political Science Emeritus*. (1982-1992).
B.A., M.A., Ph.D., Syracuse University.

Professors

ROBERT E. MYERS, *Professor of Philosophy; Head of the Department of Philosophy*. (1964).
B.A., Bethany College; M.Div., Texas Christian University; Ph.D., Ohio State University.

GARY E. LARSON, *Professor of Biology*. (1964).
B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College. (*Sabbatical: Spring Semester*).

JAMES E. ALLISON, *Professor of Mathematics; Head of the Department of Mathematics and Computer Science*. (1964).
B.S., Bethany College; M.A., West Virginia University; Texas Christian University.

JOHN W. LOZIER, *Professor of History*. (1964).
B.A., University of Colorado; M.A., Ph.D., Ohio State University; Massachusetts Institute of Technology.

JOHN D. DAVIS, *Professor of Economics and Business; Associate in the Office of Career and Professional Development*. (1965). (*Sabbatical: Spring Semester*).
B.A., American International College; M.A., University of Connecticut; West Virginia University; University of Chicago.

JOHN U. DAVIS, *Professor of Education*. (1966).
B.A., Bethany College; M.A., Ed.D., Columbia University; University of Nebraska; Oxford University; Harvard University; West Virginia University.

W. RANDOLPH COOEY, *Professor of Economics and Business; Associate in the Office of Career and Professional Development*. (1966).
B.A., Bethany College; M.A., West Virginia University; Mississippi State University.

DAVID J. JUDY, *Jennie Steindorf Renner Professor of Fine Arts; Head of the Fine Arts Department*. (1967).
B.A., Denison University; M.A., Western Reserve University; University of Mexico; Ph.D., West Virginia University; Oxford University.

- ANTHONY L. MITCH, *Professor of English; Director of Interdisciplinary Studies*. (1967).
B.A., Cornell University; M.A., St. John's University; New York University.
- STANLEY L. BECKER, *Professor of Philosophy and General Science* (1968).
B.S., New York State College of Forestry; Ph.D., University of Wisconsin.
- ALBERT R. BUCKELEW, JR., *Professor of Biology; Head of the Department of Biology*. (1969).
B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.
- LARRY E. GRIMES, *Perry Epler Gresham Professor of Humanities; Head of the Department of English; Director of Freshman Studies*. (1970).
B.A., Bethany College; B.D., Yale University; Ph.D., Emory University.
- PAULINE R. NELSON, *Professor of Foreign Languages; Head of the Department of Foreign Languages*. (1971).
B.A., Upsala College, M.A., Ph.D., University of Pittsburgh; University of Paris.
- MILTON R. SMITH, JR., *Goulding-Woolery Professor of Chemistry; Head of the Department of Chemistry*. (1972).
B.S., Sul Ross State University; Ph.D., Texas A. & M. University; Iowa State University; Ohio State University; Carnegie Mellon University.
- T. GALE THOMPSON, *Professor of Psychology*. (1974).
B.A., M.A., Ph.D., University of Missouri.
- JOHN H. HULL, *Professor of Psychology; Head of the Department of Psychology*. (1976).
B.S. Alma College; M.A., Ph.D. Kent State University.
- LYNN F. ADKINS, *Professor of Social Work and Education; Head of the Department of Education and Professional Studies*. (1978).
B.A., Marshall University; M.S.W., West Virginia University; Ph.D., University of Pittsburgh; London School of Economics and Political Science.
- ROBERT A. PAYSEN, *Professor of Chemistry*. (1983).
B.A., College of St. Thomas; Ph.D., University of Tennessee.
- JOHN T. BURNS, *Professor of Biology*. (1985).
B.A. Wabash College; M.S., Ph.D., Louisiana State University.
- DONALD L. EILENSTINE, *Professor of Economics and Business; Head of the Department of Economics and Business; Director of the Office of Career and Professional Development*. (1987).
B.A. Ottawa University; M.A., Ph.D., University of Kansas.
- JAMES KEEGAN, *Professor of Communications; Head of the Department of Communications* (1990).
Cert.Ed., University of Bristol; Dip.P.E., University of Leeds; M.Ed., University of Bristol; M.Sc., University of Bradford; M.A., University of Lancaster, (all England).

Associate Professors

- ROBYN R. COLE, *Associate Professor of English*. (1968).
B.A., University of Maryland; M.A., University of Georgia, Ed.D., West Virginia University; Ohio University.
- WALTER L. KORNOWSKI, *Associate Professor of Communications*. (1968).
B.F.A. Rochester Institute of Technology; M.S., State University College of Buffalo; M.F.A, West Virginia University.
- MARY ELLEN KOMOROWSKI, *Associate Professor of Mathematics*. (1982).
B.A., M.A., Ed.D., West Virginia University; The American University of Beirut.
- WALLACE B. NEEL, *Associate Professor of Physical Education; Head of the Department of Physical Education; Director of Summer Aquatics*. (1982).
B.A., M.S., Ohio University; Indiana University. (*Sabbatical: Spring Semester*).
- MAJID A. SAWTARIE, *Associate Professor of Physics; Head of the Department of Physics*. (1985).
B.S., Lebanese University, Lebanon; M.S. (Physics), M.S. (Mathematics: Computer Science), Ph.D., Ohio University. (*Sabbatical: Academic Year*).
- FRANK H. GORMAN, JR., *Associate Professor of Religious Studies; Head of the Department of Religious Studies*. (1988).
B.A., M.A., Oral Roberts University; M.A., Th.M., Fuller Theological Seminary; Ph.D., Emory University.

JOHN C. KRUG, *Associate Professor of Library Science; Director of the Library; Director of Academic Computing.* (1988).

B.A., M.L.S., Indiana State University; Ph.D., Southern Illinois University.

LANA HARTMAN LANDON, *Associate Professor of English.* (1989).

B.Ph., Grand Valley State University; M.A., Ph.D., University of Chicago.

Assistant Professors

JOHN J. MCGOWAN, *Assistant Professor of Physical Education; Head Coach of Swimming and Cross Country.* (1980).

B.S., Manhattan College; M.S., Springfield College.

RUSSELL J. COOK, *Assistant Professor of Communications; General Manager of TV3.* (1983).

B.F.A., M.A., Miami University.

GARY H. KAPPEL, *Assistant Professor of History; Head of the Department of History.* (1983).

B.A., Bethany College; M.A., Ph.D., West Virginia University.

KATHERINE S. CORAM, *Assistant Professor of Social Work.* (1984).

B.A., Alderson-Broadbent College; M.S.W., West Virginia University.

FUJIKO O. SAWTARIE, *Assistant Professor of Computer Science.* (1985).

B.S., Chubu Institute of Technology (Japan); M.S., (Mathematics: Electrical and Computer Engineering), M.S., (Mathematics: Computer Science), Ohio University. (*Sabbatical: Academic Year*).

DONNA F. KEITH, *Assistant Professor of Education.* (1988).

B.S., Kent State University; M.S., University of Colorado; Ph.D., Syracuse University.

AHMAD KHALILI, *Assistant Professor of Sociology.* (1989).

B.A., Tehran School of Social Work (Iran); M.A., Ph.D., Michigan State University.

MARK W. MACWILLIAMS, *Assistant Professor of Religious Studies.* (1989).

B.A., Syracuse University; M.A., Indiana University; Ph.D., University of Chicago.

KENNETH L. MORGAN, *Assistant Professor of Fine Arts.* (1989).

B.A., Bethany College; M.A., West Virginia University; Art Institute of Pittsburgh; North Carolina State University.

DOROTHY K. WAMSLEY, *Assistant Professor of Education.* (1989).

B.A., Ohio University; M.A., Ph.D., Ohio State University.

PATRICK J. SUTHERLAND, *Assistant Professor of Communications; General Manager of WVBC Radio.* (1989).

B.A. Marquette University; M.A., University of Florida.

JOCELYN SHEPPARD, *Assistant Professor of Library Science; Catalog Librarian.* (1990).

B.A., University of Virginia; M.L.S., Ph.D., State University of New York at Buffalo.

JO-ELLEN ASBURY, *Assistant Professor of Psychology.* (1990).

B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Pittsburgh.

PIRI HALASZ, *Assistant Professor of Fine Arts.* (1990).

B.A., Barnard College; M.A., M.Phil., Ph.D., Columbia University.

TRACY MAURER, *Assistant Professor of Communications.* (1990).

B.S., M.S., Indiana State University.

DIRK SCHLINGMANN, *Assistant Professor of Mathematics.* (1990).

Diploma (Mathematics), University of Bonn (Germany); M.S., University of Illinois; Ph.D., Free University of Berlin.

RUSSELL CLOTHIER, *Assistant Professor of Physics; Acting Head of Department of Physics.* (1991).

B.S., Ph.D., University of Missouri-Columbia.

RUBY JANE COOKE, *Assistant Professor of Chemistry.* (1991).

B.A., Carson-Newman College; Ph.D., Vanderbilt University.

JON GORDON, *Assistant Professor of Communications.* (1991).

B.A., Hiram College; M.A., University of South Carolina; Ph.D., Ohio State University.

MARY-BESS HALFORD, *Assistant Professor of Library Science; Reference Librarian*. (1991).
M.L.S., Louisiana State University; B.A., Ph.D., Stirling University (Scotland).

LINDA A. SELL, *Assistant Professor of Physical Education; Head Athletic Trainer*. (1991).
B.S., University of Vermont; M.A., Western Michigan University; Ed.D., Boston University.

CLINTON W. MAFFETT, *Assistant Professor of Political Science*. (1992).
A.B.J./B.A., University of Georgia; M.A., American University; Ph.D., London School of Economics.

JENNIFER F. WOOD, *Assistant Professor of Communications*. (1992).
B.A., Rockhurst College; M.A., Webster University.

Instructors

MICHAEL SCHMICH, *Instructor in Foreign Languages*. (1986).
Diploma, Padagogische Hochschule, Heidelberg (Germany); M.A., West Virginia University.

THOMAS E. KELLY, *Instructor in Accounting*. (1987).
B.S., M.B.A., University of Steubenville.

DEBORAH P. KESSLER, *Instructor in Foreign Languages*. (1990).
B.A., Bloomsburg University; M.S., Middlebury College; Pennsylvania State University.

Professional Staff with Instructional Duties

BETH A. DAMEIER, *Associate Director of Financial Aid; Coordinator of Music Activities*. (1983).
B.A., B.M.E., Wartburg College; M.A., University of Iowa.

LISA CAMPANELL-KOMARA, *Head Coach of Women's Basketball and Volleyball; Instructor in Physical Education*. (1985).
B.A., West Liberty State College; M.S., West Virginia University.

JANICE L. FORSTY, *Assistant Athletic Director; Head Coach of Women's Soccer and Softball; Lecturer in Physical Education*. (1987).
B.S., Slippery Rock State College; M.S., Slippery Rock University.

CHRISTINA M. SAMPSON, *Director of Special Advising*. (1987).
A.B., West Liberty State College; M.S. West Virginia University.

RICHARD F. CARVER, *Coach of Baseball; Coordinator of Athletic Facilities*. (1990).
B.A., Marysville College; M.S., U.S. Sports Academy.

KATHLEEN G. TAGG, *Assistant Director of Special Advising*. (1990).
B.S., St. Joseph Calumet College; M.A., West Virginia University.

MARY J. KRIKORIAN, *Student Development Counselor; Director of the Center for Academic Success; Lecturer in Developmental Studies*. (1990).
B.A., State University of New York at Oswego; M.A., Bowling Green State University.

G. PATRICK STEWART, *Coach of Men's Basketball; Director of Intramurals; Lecturer in Physical Education*. (1990).
B.A., California State University-Long Beach; M.S., University of San Francisco.

DONALD D. TURNER, *Athletic Director; Head Football Coach; Lecturer in Physical Education*. (1990).
B.S., Monmouth College; M.Ed., Illinois State University.

ADVISORS

For Majors

Accounting	Thomas E. Kelly
Biology	Albert R. Buckelew, Jr.
Chemistry	Milton R. Smith, Jr.
Communications	James Keegan
Computer Science	James E. Allison
Economics and Business	Donald L. Eilenstine
Education	Lynn F. Adkins
English	Larry E. Grimes
Fine Arts	David J. Judy
Foreign Languages	Pauline R. Nelson
General Science	Stanley Becker
History	Gary H. Kappel
Interdisciplinary Studies	Anthony L. Mitch
Mathematics	James E. Allison
Philosophy	Robert E. Myers
Physical Education	Wallace B. Neel; John J. McGowan
Physics	Russell Clothier
Political Science	John C. Giesmann
Psychology	John H. Hull
Religious Studies	Frank H. Gorman, Jr.
Social Work	Lynn F. Adkins

For Career Interests

Advertising	Tracy Maurer
Dentistry	Gary E. Larson
Drama	David J. Judy
Engineering	Russell Clothier
Law	John C. Giesmann
Medicine	Gary E. Larson
Ministry	Frank H. Gorman, Jr.
Newspaper	Tracy Maurer
Public Relations	Tracy Maurer
Radio	Patrick J. Sutherland
Social Work	Lynn F. Adkins
Teaching	Lynn F. Adkins
Television	Russell J. Cook
Veterinary Medicine	Gary E. Larson

For Special Services

Counseling	Mary J. Krikorian, Gregory H. Krikorian
Career Counseling	Donald L. Eilenstine, John D. Davis, W. Randolph Cooley
Developmental Studies	Mary J. Krikorian
Foreign Students	David J. Judy
Graduate Fellowships, Scholarships	Robert E. Myers
Ministerial Training Awards	Jerald E. Fuqua
Practicums	T. Gale Thompson
Social Security and Veterans' Benefits	John C. Giesmann
Social and Recreational Activities	Darline B. Nicholson
Special Advising	Christina Sampson
Transfer Students	Shelly Guzek
Undergraduate Scholarships	Theodore W. Bunnell, Beth Dameier
Writing	Robyn R. Cole

FACULTY COMMITTEES

Student members are appointed by the President of the College upon recommendation of the Student Board of Governors.

ACADEMIC APPEALS

Katherine S. Coram (Chair); John T. Burns; John S. Cunningham; John C. Giesmann; Gregory H. Krikorian; Deborah Pomfret Kessler; Kenneth L. Morgan.

ADMISSION

Albert R. Buckelew, Jr. (Chair); James E. Allison; Robyn R. Cole; John U. Davis; Sven DeJong (student); Jerald E. Fuqua; Piri Halasz; Walter L. Kornowski; Mary J. Krikorian.

ATHLETICS

John H. Hull (Chair); Tim Amos (student); John U. Davis; Janice L. Forsty; Jason Hines (student); Gregory H. Krikorian; Stefani Magnino (student); John J. McGowan; Tracy Maurer; Linda A. Sell; Donald D. Turner.

CAMPUS MEDIA

James Keegan (Chair); Michele Capots (student); Russell J. Cook; Jon C. Gordon; Larry E. Grimes; Walter L. Kornowski; Tracy Maurer; Julie Payne (student); Jennifer Fumbaugh (student); Tracy Stasik (student); Patrick J. Sutherland; Casey Swaney (student); Ruth L. Westlake; Sachiko Wood; Editor of *Harbinger* (student).

COMPUTER ADVISORY

Milton R. Smith, Jr. (Chair); W. Randolph Cooley; Russell J. Cook; John C. Krug; Joseph M. Kurey; Anthony L. Mitch; Sandra K. Neel; Karl Pittinger (student); Justin Skywatcher.

CURRICULUM

Richard M. Bernard (Chair); Lynn F. Adkins; Jo-Ellen Asbury; John C. Giesmann; Kristen Hecker (student); Larry E. Grimes; James Keegan; Lana Hartman Landon; Todd Lesser (student); Robert A. Paysen.

DEVELOPMENTAL STUDIES

Mary J. Krikorian (Chair); Holly Arose (student); Robyn R. Cole; Mary Ellen Komorowski; Sheri L. Reddy; Kathleen G. Tagg; Dorothy K. Wamsley.

FACULTY BUDGET

John U. Davis (Social Science, 1993); Robert A. Paysen (At-Large, 1993); Lana Hartman Landon (Humanities, 1994); T. Gale Thompson (Science, 1995); John H. Hull (Faculty Representative to the Board of Trustees).

FACULTY DEVELOPMENT

Russell J. Cook (Chair); Piri Halasz; Donna F. Keith; Robert E. Myers; Dirk Schlingmann; Milton R. Smith, Jr.

FACULTY PERSONNEL

Albert R. Buckelew, Jr. (Science, 1993); Katherine S. Coram (Social Science, 1994); Larry E. Grimes (At-Large, 1994); Lynn F. Adkins (At-Large, 1995); David J. Judy (Humanities, 1995).

GANS FUND

Russell Clothier (Chair); Gary E. Larson; Linda A. Sell; Milton R. Smith, Jr.; Dirk Schlingmann; T. Gale Thompson; Doug vanGilder (student).

HEALTH PROFESSIONS ADVISORY

Gary E. Larson (Chair); Shannon Bentley (student); John T. Burns; Ruby Jane Cooke; Nicole Lozinski (student); Linda A. Sell.

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W. Randolph Cooley (Chair); John T. Burns; John H. Hull; Joseph M. Kurey; Michael Miller (DVM); Penny Miller (DVM); R. Todd Owens (student).

INTERDISCIPLINARY STUDIES

Stanley L. Becker (Chair); Ruby Jane Cooke; Walter L. Kornowski; Tracy Maurer; Anthony L. Mitch; Jocelyn Sheppard; Casey Swaney (student).

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Dirk Schlingmann (Chair); John S. Cunningham; David J. Judy; James Keegan; Deborah Pomfret Kessler; John W. Lozier; Mark W. MacWilliams; Pauline R. Nelson; Diana Perez-Buck (student); Linda A. Sell.

JANUARY TERM

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JAPANESE CULTURE

Mark W. MacWilliams (Chair); Jon Gordon; Thomas E. Kelly; Walter L. Kornowski; Brian McCord (student); Sachiko Wood.

LIBRARY

Dorothy K. Wamsley (Chair); Jeanne Cobb; Ruby Jane Cooke; Rodney Cline (student); Frank H. Gorman, Jr.; John C. Krug; Clinton Maffett; Jocelyn Sheppard.

PRACTICUM REVIEW

T. Gale Thompson (Chair); Jo-Ellen Asbury; Robyn R. Cole; Russell J. Cook; Jon Gordon; Thomas E. Kelly; Deborah Pomfret Kessler; John J. McGowan.

SCHOLARSHIP

Mary Ellen Komorowski (Chair, Sciences); Theodore W. Bunnell (Financial Aid); John U. Davis (Social Sciences); Frank H. Gorman, Jr. (Humanities); Elizabeth B. Vannelle (Development).

SOCIAL WORK ADVISORY

Lynn F. Adkins (Chair); John T. Burns; Katherine S. Coram; Donna F. Keith; Ahmad Khalili; Marleah Seidler (student).

STUDENT LIFE

Tracy Maurer (Chair); John S. Cunningham; Jerald E. Fuqua; Gary H. Kappel; Gregory H. Krikorian; Mary J. Krikorian; Dan Malone (student); Kenneth L. Morgan; Darline B. Nicholson; Christina M. Sampson; G. Patrick Stewart.

TEACHER EDUCATION

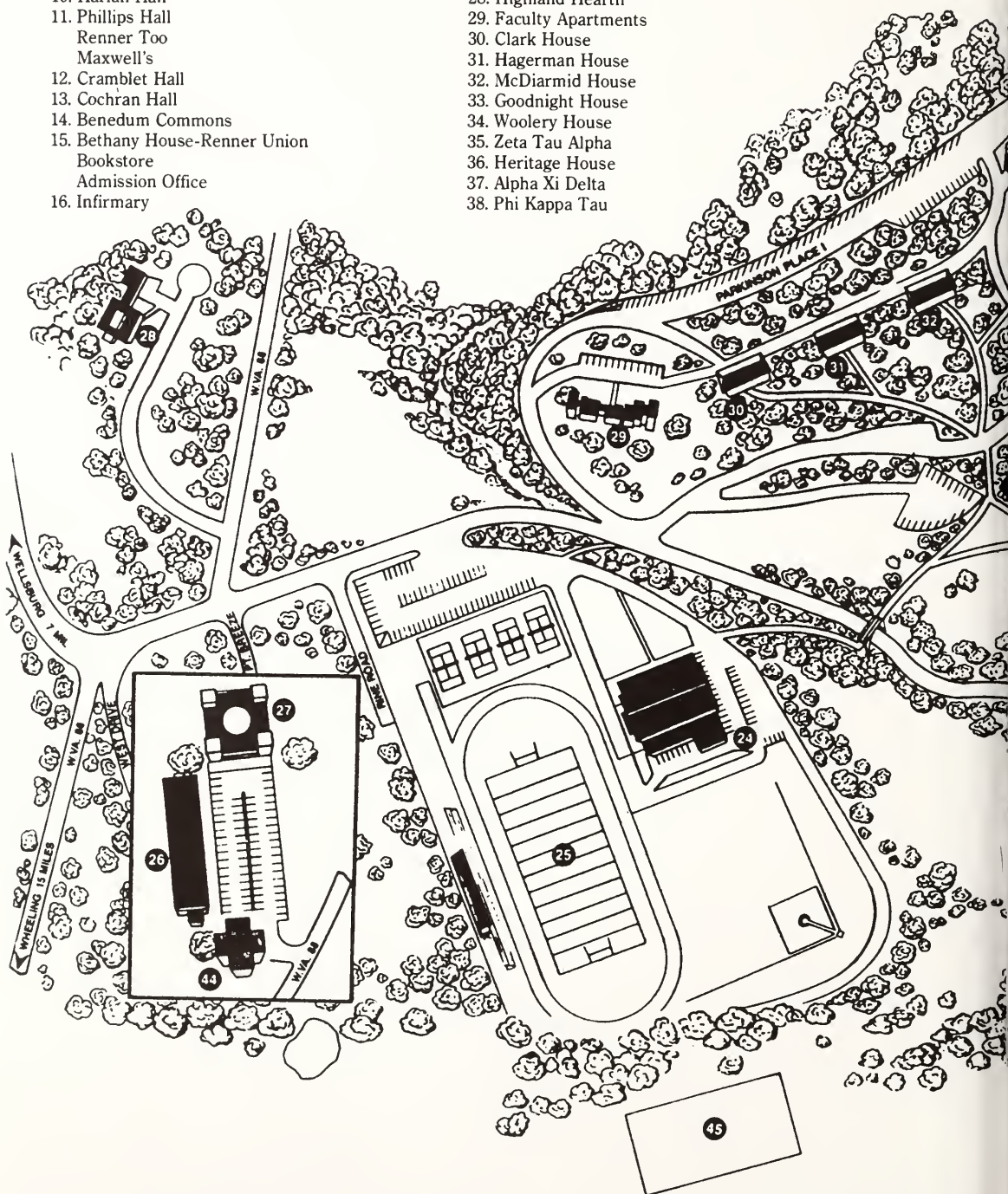
Lynn F. Adkins (Chair); John U. Davis; Gary H. Kappel; Donna F. Keith; Mary Ellen Komorowski; Jennifer Larese (student); John J. McGowan; Pauline R. Nelson; Dorothy K. Wamsley.

Bethany

1. Pendleton Heights
2. Old Main
3. Commencement Hall
4. Oglebay Hall
5. Steinman Fine Arts Center
Wailes Theater
6. Grace Phillips Johnson Visual Arts Center
7. Richardson Hall of Science
Weimer Lecture Hall
8. Phillips Memorial Library
9. Morlan Hall
10. Harlan Hall
11. Phillips Hall
Renner Too
Maxwell's
12. Cramblet Hall
13. Cochran Hall
14. Benedum Commons
15. Bethany House-Renner Union
Bookstore
Admission Office
16. Infirmary

17. Alumni Parking
18. Erickson Alumni Center
19. Bethany Memorial Church
20. Campbell Hall
21. Physical Plant
22. Heating Plant
23. Knight Natatorium
24. Hummel Field House
25. Bethany Field
26. Gresham House
27. Leadership Center
28. Highland Hearth
29. Faculty Apartments
30. Clark House
31. Hagerman House
32. McDiarmid House
33. Goodnight House
34. Woolery House
35. Zeta Tau Alpha
36. Heritage House
37. Alpha Xi Delta
38. Phi Kappa Tau

39. Kappa Delta
40. Phi Mu
41. Weimer Nature Trail
42. Amphitheater
43. Oglebay Gates
44. Harder Hall
45. Hoag Soccer Field
46. Delta Tau Delta
Founder's House





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NOTICES

*All provisions in this Bulletin are subject to change without prior notice.

*Bethany College admits students of any race, color, sex, religion, handicap, and national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. Bethany does not discriminate on the basis of race, color, sex, religion, or national or ethnic origin in the administration of its educational policies, scholarship and loan programs, athletic activities, or other school-administered programs.

*In all matters related to employees and students, Bethany College does not discriminate on the basis of race, sex, age, national origin, religious preference, sexual orientation, status as a Vietnam-era veteran, physical handicap, or infection with AIDS or associated diseases. Further, the College takes affirmative steps to recruit members of minority groups and women, and in accordance with federal law it gives preference in employment matters to Vietnam-era veterans and physically-handicapped persons.

*Bethany College will not tolerate harassment of its employees. Any form of harassment related to an employee's race, color, sex, religion, national origin, age, or physical or mental handicap is a violation of this policy and will be treated as a disciplinary matter. For these purposes, the term *harassment* includes, but is not necessarily limited to slurs, jokes, other verbal, graphic, or physical conduct relating to an individual's race, color, sex, religion, national origin, age, or physical or mental handicap. *Harassment* also includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, or physical conduct of a sexual nature.



Bethany College
Bethany, West Virginia 26032
304-829-7000

Bethany

College Bulletin 1993-1994

Fall 1993

**Bethany College
Bethany, West Virginia 26032**

Bethany Bulletin 1993 - 1994



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College Calendar 1993 - 1994

The Bethany calendar includes two 15-week semesters and a four-week voluntary interim session in January. The fall semester is from early September to before Christmas. The spring semester is from February through May. Some courses are offered over the full semester while others are for the first or second half semester. This division provides flexibility for students to do off-campus study and internships. The four weeks in January are for students to use in intensive study on campus or for off-campus work. Two five-week summer terms and an 11-week summer independent study period are offered.

Fall Semester 1993

Aug. 28-31	Orientation and evaluation for new students
31	Registration for returning students
September 1	First day of classes for all students
7	Last day for adjustment of schedules without academic and financial penalty
	Last day to add a course
9	Fall Convocation
14	Last day to determine credit/no credit
October 16	Homecoming
19	Last day of classes for first half-semester courses
20	First day of classes for second half-semester courses
22	Mid-term grades and final grades for first half semester courses due
25	Writing Qualification Test in Freshmen Seminars
November 6	Parents' Weekend
12-13	Board of Trustees Meeting
15-19	Preregistration for Spring semester
19	Thanksgiving vacation begins at 4:00 PM
29	Thanksgiving vacation ends at 8:00 AM
December 14	Last day of classes for semester
15	Reading Day
16-18	Final Examination Period
21	Final grades due

January Term 1994

January 3	First day of classes
14	Last day of classes for first two-week courses
17	First day of classes for last two-week courses
24-25	Senior Comprehensive Examinations (Written)
26-29	Senior Comprehensive Examinations (Oral)
28	Last day of classes

Spring Semester 1994

January 30	Registration for all students
31	First day of classes
February 4	Last day for adjustment of schedule without academic and financial penalty
	Last day to add a course
11	Last day to determine credit/no credit
March 3	Founder's Day and Convocation
10	Writing Qualification Test for sophomores and juniors
18	Last day of classes for first half-semester courses
	Spring vacation begins at 4:00 PM
22	Mid-term grades and final grades for first half-semester courses due
28	Spring vacation ends at 8:00 AM
	First day of classes for second half-semester courses
April 14	Honors Day and Convocation
25-29	Preregistration for Fall semester, 1994-1995
30	May Morning Breakfast
	Reading period begins for Seniors taking Comprehensive Examinations 8:00 AM
May 2	Grades due for Seniors taking Comprehensive Examinations
9-10	Senior Comprehensive Examinations (Written)
11-14	Senior Comprehensive Examinations (Oral)
13	Last day of classes
	Grades due for graduating seniors who previously took Comprehensive Examinations
13-15	Alumni Weekend
14-15	Reading Days
16-18	Final examination period
19	Final Faculty Meeting 1:00 PM
20	Board of Trustees Meeting
20	Baccalaureate at 8:00 PM
21	Commencement at 10:00 AM
27	Final grades due

Bethany Profile

Bethany was founded March 2, 1840, by Alexander Campbell, educator, Christian reformer, and celebrated debater, who provided land and funds for the first building and served as first president. Now more than 150 years old, Bethany College is a highly contemporary institution based in the tradition of the liberal arts.

Since its inception, Bethany has been a four-year private liberal arts college affiliated with the Christian Church (Disciples of Christ). This religious body, of which Campbell was one of the principal founders, continues to support and encourage the College, although it exercises no sectarian control. Students from virtually every religious community attend Bethany.

The College offers a wide array of studies, awarding bachelor of science or bachelor of arts degrees with majors in Accounting, Biology, Chemistry, Communication, Computer Science, Economics, Education, English, Fine Arts, French, German, History, Interdisciplinary Studies, Mathematics, Philosophy, Physical Education, Physics, Political Science, Psychology, Religious Studies, Social Work, and Spanish.

The College's program of liberal education prepares students for a lifetime of work and a life of significance. Bethany places particular emphasis on leadership and incorporates pre-professional education in dentistry, engineering, law, medicine, public administration, theology, and veterinary medicine.

Bethany's 1600-acre campus is located in the northern panhandle of West Virginia in the foothills of the Allegheny Mountains. Pittsburgh is 48 miles to the northeast. Wheeling, W.Va., Washington, Pa., and Steubenville, Ohio, are each a half-hour drive from the College.

The approximately 800 Bethany students represent nearly 30 states and 15 foreign countries. Typically, about one third are from the East coast and the New England states, another one third are from the Mid-Atlantic region, and the remaining one third are from other states and countries.

Goals

In its charter, granted in 1840 by the Commonwealth of Virginia and recognized in 1863 by the newly organized state of West Virginia, the mission of Bethany College is defined as

the instruction of youth in the various branches of science and literature, the useful arts, and the learned and foreign languages.

Alexander Campbell, Bethany's founder and first President, viewed the College's mission as stated in the charter in the context of the Judaeo-Christian tradition and the thinking of the American Enlightenment, interpreting it to imply the educating of students to become useful and responsible members of society by liberating them from superstition and ignorance, the tyranny of others, and "vulgar prejudices."

Bethany College continues to accept the implications of its mission as understood by its founder. It continues to accept the responsibility for nurturing effective, honorable, humane, and intelligent citizens who believe in and will promote the creation of a world of worth and value, integrating critical reason and the spiritual dimensions of life, personal accomplishment and ethical responsibility, and individual development and service to others. It continues to accept the responsibility for promoting the development of responsible members of society who

- are marked by a rigorous, developed intellect and substantial knowledge
- are sensitive and responsive to persons, events, issues, and people in the world around them
- become involved with and sensitive to persons, events, issues, and problems
- assume responsibility for and accept the consequences of their involvement
- humanize and make effective the institutions they affect
- are motivated to nurture and serve the persons around them
- assist in the clarification and resolution of issues and problems of the world
- know themselves and develop an examined system of ethics and values
- possess the basic skills and insights needed to undertake these tasks

The Bethany educational program is designed to implement the College's mission. It encourages students to realize their intellectual capabilities, moral capacities, and leadership potential by assisting them as they strive to fulfill each of the following specific goals:

- to discover how to acquire, evaluate, and use knowledge
- to master skills of communication
- to cooperate and collaborate with others in study, analysis, and formulation of solutions to problems
- to understand contemporary issues and events
- to analyze personal values, to perceive and to deal sympathetically with the values of others, and to be open to the continued evaluation of both
- to make progress toward the selection of and the preparation for a vocation
- to integrate the various experiences of life and to see the relationship of the college experience to future development as a responsible citizen

Accreditation, Memberships

Bethany College is accredited by or holds memberships in:

- North Central Association of Colleges and Secondary Schools
- Association of American Colleges
- American Council on Education
- American Association for Higher Education
- College Entrance Examination Board
- Council on Social Work Education
- American Association of Colleges for Teacher Education
- National Council for the Accreditation of Teacher Education
- Council of Independent Colleges
- Division of Higher Education of the Christian Church
(Disciples of Christ)

Admission

Application

Bethany accepts applications for admission from candidates who feel they would contribute to and benefit from a Bethany education. Admission is based on a careful review of all credentials presented by the candidate. The Committee on Admission accepts candidates it considers best qualified among those applying. In no case does the meeting of minimum standards assure admission. Acceptance is contingent upon a candidate's successful completion of secondary school.

The College seeks students who have prepared themselves for a liberal arts curriculum by taking at least 15 units of college-preparatory work. Although the College does not absolutely prescribe how these units should be distributed, it encourages a minimum of four years of English, three years of mathematics, three years of science, three years of social science, and two years of a foreign language. For students who have developed individual curricula or are involved in experimental honors programs, the Committee on Admission makes special evaluations.

Visiting Bethany

Although not required, an on-campus interview with an admission officer is highly recommended. A campus visit will enable the student to develop a more thorough understanding of the College and its expectations. A comprehensive tour, observation of classes, and interaction with Bethany students and faculty are available if desired by the applicant.

Prospective students are also invited to remain overnight as the guest of a Bethany student. Meals and overnight accommodations in College housing for prospective students are provided by the College. Arrangements may be made through the Admission Office. Lodging for parents is available on campus at Gresham House, as well as nearby lodges and motels. Transportation arrangements from the Greater Pittsburgh International Airport, as well as from the Pittsburgh rail and bus terminals, may be arranged through the Admission Office.

The Admission Office is open Monday through Friday from 8:30 a.m. to 4:30 p.m. and Saturday from 9 a.m. to noon throughout the academic year. Appointments may be made by calling 304-829-7611 or 800-922-7611, or by writing the Admission Office, Bethany College, Bethany, West Virginia 26032. Three days advance notice is necessary to make proper arrangements.

Information on admission and registration fees, as well as details on expenses, aid, and scholarships are on pages 10-13 and 28-36.

Freshmen

Application for admission requires the submission of the following: a completed application form; a transcript of secondary school work; letter of reference; scores from either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). An on-campus interview is recommended, but not required.

Candidates for admission may also submit other materials in support of their applications, such as examples of poems, plays, or short stories that they have written, samples of their art work or photography, journalistic pieces they have had printed, programs indicating their musical or dramatic endeavors, or clippings depicting activities for which they have received recognition.

Two plans for admission are available:

The Rolling Admission Plan enables Bethany's faculty Admission Committee to evaluate and act on completed applications as soon as they are submitted. Therefore, each applicant is notified of Bethany's decision approximately two weeks after all credentials have been received. Candidates for admission under this plan are advised to apply early in the Senior year.

The Early Decision Plan is offered for those wishing to determine their college as early as possible and for whom Bethany College is the first choice. Under this plan the candidate must apply by November 15 and submit an Early Decision Agreement Form with the application materials. The candidate for admission will be notified of Bethany's decision by December 15. The Early Decision Agreement obligates a candidate who is admitted to enroll at Bethany and withdraw any applications submitted to other institutions. A candidate for financial aid is bound by this obligation if the need for financial aid has been met satisfactorily.

The application for admission and the acceptance are valid only for the academic year for which the application has been made.

Transfer Students

The College welcomes qualified transfer students. Applicants for transfer must have had a good academic record in the institution attended and must present full credentials for both college and preparatory work, including a statement of honorable dismissal that is to be completed by the dean of students of the prior institution. A copy of the catalog from the school previously attended must also be submitted.

One year of study at Bethany College constitutes the minimum requirement for a degree. Applications for transfer must be submitted before August 1 of the year in which entrance is desired. Decisions on these applications are announced by August 15. Application for transfer at mid-year must be received by January 15. Financial assistance is available for transfer students.

Community/Junior College Graduates

Students who have received or will receive an Associate in Arts or Associate in Science Degree and find Bethany's curriculum suited to their educational goals are encouraged to apply.

Holders of the A.A. or A.S. Degree who are accepted receive at least two years (minimum 60 hours) credit, enter as juniors, and receive all the rights and privileges of upperclass students.

The College will assist holders of Associate degrees to complete their baccalaureate programs within two years at Bethany. However, some fields of concentration may require more than 68 additional hours beyond the 60 referred to above, depending on the type of Associate program the student has completed.

Early Admission

Some students complete their secondary school graduation requirements a year early and decide to enter college after their junior year. For those who have demonstrated maturity and show evidence of a strong academic background, Bethany offers a program for early admission. For early admission, the usual admission procedures must be followed. In addition, the student must have an interview on campus and the student's high school counselor must confer with a Bethany admission officer.

Advanced Placement

Students may receive advanced placement and/or credit from any department in the College through a testing program. This must be accomplished before the end of the first year at Bethany College. Those who wish to receive credit by examination should consult with the Office of Career and Professional Development and the chair of the appropriate department.

Credit may be received or courses waived as a result of high scores on the College Entrance Examination Board Testing Program for Advanced Placement. The waiving of courses or granting of credit, however, are departmental matters and require consultation with the chair of the appropriate department after matriculation.

Special Advising

The Special Advising Program provides a comprehensive set of services specifically designed to support the learning disabled student in the college mainstream. The program focuses upon developing skills which will maximize the student's independence for lifelong learning.

In order to participate in a part of the Special Advising Program a student must first be admitted to Bethany College. In addition to the application, high school transcript, recommendation, and SAT or ACT scores (scores on non-standard tests are accepted), the student must submit full documentation of the learning disability and participate in an on-campus interview. Additional fees are assessed each semester for participation in the Special Advising Program.

Foreign Students

Bethany encourages applications from residents of other countries. Approximately 15 countries are represented on campus each year.

Students are required to submit, with an International Student Application for Admission, a complete secondary school transcript, "O" or "A" level examination results (if appropriate), a declaration of financial support, and two letters of recommendation. Students from non-English-speaking countries must also provide evidence of English language skills by submitting results of the Test of English as a Foreign Language (TOEFL). Applicants should submit all credentials at least four months prior to the semester they wish to enroll.

Application for Admission

A non-refundable \$20 fee is required at the time of formal application.

Registration Deposit

A student accepted for admission or readmission is required to pay a \$100 registration deposit. This deposit is refunded after graduation or when one of the following procedures is completed: 1) a student accepted for admission who has paid the registration deposit but decides not to attend Bethany submits a request in writing for the refund before May 1 prior to the intended matriculation; 2) a matriculated student who withdraws from Bethany gives written notice to the Business Office prior to the advance enrollment date for the next regular term.

Matriculation Fee

A \$20 fee is required of every new student to cover part of the cost of orientation and evaluation procedures for new students.

Application for Readmission

Students previously enrolled in Bethany College who wish to return for additional work must file an Application for Readmission with the Registrar's Office. A \$5 fee is required at the time such application is made.

Expenses, Aid

Bethany College is a non-profit institution. Tuition, fees, and other general charges paid by the student cover approximately two-thirds of the College's instructional and operational expenses. The remainder comes from income from endowment funds and from gifts and contributions. Bethany continues to keep costs as low as possible.

Charges and fees stated on the following pages apply only to 1993-1994.

Comprehensive Charges

Comprehensive charges for the 1993-1994 year at Bethany include the following:

Tuition and Fees	\$13,660
Room (Double Occupancy)	\$1,846
Board	\$2,872
Student Board of Governors	\$282

The charge for tuition and fees includes tuition and the following activities and services: athletics, health service, library, lectures, plays, concerts, publications, student union, student activities, and laboratory services with the exception of music and art.

No reduction is made in student accounts for course changes made after the first two weeks of the semester. Bethany reserves the right to change, without advance notice, the price for room, board, and health insurance.

Financial Aid

Bethany believes that the funding of a student's education is primarily a family responsibility. However, financial assistance is available to those students whose resources will not fund a Bethany education and yet sincerely desire to attend. Outstanding students, regardless of demonstrated need, frequently receive scholarships and grants to attend the College. Several programs are available to such students.

All need-based aid is awarded through careful evaluation of the Financial Aid Form (FAF) available from the student's guidance counselor. Designation of Bethany College as an institution to receive the processed information is required. All applicants for admission to Bethany are sent detailed information and instructions regarding the financial aid application and awarding processes.

Because of the large number of applications for financial aid, assignment of funds is made according to the date the Financial Aid Form (FAF) is received by College Scholarship Service. April 1 is the priority deadline for all new students. March 1 is the deadline for all returning students. The earlier a student completes all admission materials and all financial aid materials, the sooner financial aid awards can be determined.

A financial aid applicant whose need for assistance has been confirmed through a review of the Financial Aid Form will have the need met through a variety of financial aid resources, including scholarships, grants, loans, and College employment. The student has the option of accepting any or all of the aid offered. A student receiving an offer of financial assistance may discuss any problems arising from the offer with an officer

of the College. The Admission Office or the Financial Aid Office helps to arrange these interviews.

Fees for Programs of Study Abroad

Heidelberg: \$6,830 for one semester, includes tuition and fees, stipend to sponsor in Germany, and round-trip air fare.

Oxford: \$9895 for one semester, includes tuition and fees, room and board, and activity fees.

Paris Sorbonne: \$6,830 for one semester, includes tuition and fees, stipend to sponsor in France, and round-trip air fare.

Spain: \$6,830 for one semester, includes tuition and fees, stipend to sponsor in Spain, and round-trip air fare.

Academic Fees

Each academic hour when fewer than 12	\$515
Each academic hour in excess of 16	\$445
Auditing a course, per semester hour	\$445
<i>(a student is not charged if paying regular tuition and fees and the total program, including the audit, does not exceed 18 hours.)</i>	
Comprehensive Examination	\$35
Matriculation Fee	\$20
Academic Support Services <i>(per semester)</i>	\$250
Special Advising Fee <i>(per semester)</i>	\$400-\$1,250
Special Examinations in any department	\$20
Each credit-hour awarded by examination	\$25
Late registration <i>(per day)</i>	\$3

Course Fees

CHEM 490	\$20
COMM 207	\$15
COMM 315	\$15
COMM 408	\$15
EDUC 470: off-campus teaching <i>(per semester)</i>	\$7,237
<i>(includes tuition, fees and pre-school week board privileges in the Bethany dining hall)</i>	
ENGL 160	\$15
FINA 153	\$10
FINA 155	\$15
FINA 200	\$10
FINA 201	\$10
FINA 203	\$20
FINA 210	\$25
FINA 212	\$10
FINA 213	\$15
FINA 310	\$15
FINA 313	\$15
GENS 151	\$15
PHED 339	\$30
PHED 340	\$30
PHED 341	\$30
PHYS 151	\$15

Music Fees

Organ practice, one hour daily (<i>per semester</i>)	\$40
Piano practice, one hour daily (<i>per semester</i>)	\$15
Private music lessons, (<i>twelve half-hour lessons per semester</i>) ...	\$120

Special Fees

Special Room Rates	
Single (<i>per semester</i>)	\$1025
Double as Single (<i>per semester</i>)	\$1225
Key deposit for dormitories	\$20
(<i>refund if key is returned</i>)	
Infirmary charge per day	\$5
(<i>after the first three days each semester</i>)	
Automobile Registration	\$10
Health Insurance	\$110

Breakage Deposit

Chemistry and physics breakage deposits are covered by a \$10 breakage card which the student purchases each semester for every laboratory course in which the student is enrolled. In the event breakage exceeds \$10, an additional \$10 breakage card must be purchased. Unused portions are refunded at the end of each academic year.

Payment of Student Accounts

By registration, an invoice listing all charges due for the following semester is prepared for each student.

Bethany College bills for tuition, fees, room, and board twice yearly; other charges are billed as incurred. Twice yearly billings are payable in advance by August 15 and January 15 for the fall and spring semesters respectively. Scholarships and loans may be applied as credit against August or January payment requirements.

Students will not be permitted to register if the payment requirements for each semester are not met. These requirements are in addition to the registration deposit. Checks or drafts should be made payable to Bethany College.

Students may not take final examinations, receive academic credit, obtain transcripts, or graduate until satisfactory arrangements are made to cover financial obligations.

For accounts past due a monthly service charge of 1% will be charged as of the 25th of each month.

Monthly Payment Plans

Bethany has made arrangements with the Tuition Management Systems Plan and Academic Management Services whereby student accounts may be paid on a monthly basis during the year. Arrangements to use this plan should be made prior to the registration period. Information may be obtained by writing to the Bethany College Business Office.

Student Drawing Account

The Business Office provides a limited banking service through which students may deposit funds and draw on them as required. Students or their parents may make deposits to the student drawing account which is recommended to avoid the necessity of keeping on hand any substantial amount of money. All checks for this account must be made payable to the Bethany College Student Drawing Account.

Withdrawals and Refunds

Refunds are made on a pro-rata basis for tuition, required fees, and room and board charges.

Academic Programs

Based in the liberal arts tradition, Bethany's academic program is designed to meet the educational needs of individual students by providing breadth, depth, and the integration of knowledge. Bethany assists students in developing intellectual concepts, sophisticated learning skills, moral values, and good citizenship. Preparation for leadership is a central theme of the College.

The Bethany curriculum is unique in caring for the individual students and in helping them develop their full potential at each level of learning. From Freshman Seminars to Senior Comprehensive Examinations, Bethany prepares its students for ever greater tasks and achievements, guiding them toward the fulfillment of personal goals, the challenges of graduate study, and the preparation for productive and rewarding careers.

Bethany brings its students a rich variety of opportunities for learning. Seminars, lectures, laboratory and independent research projects, encounters with high technology through the use of state-of-the-art television and graphics equipment, artistic performances, and athletic activities present opportunities for self-expression and growth in the arts, in communication, and in athletics. Learning at Bethany often takes place outside traditional classroom settings, through informal interaction with faculty, off-campus internships, and study abroad.

A Bethany education is, then, more than a list of courses. Bethany students approach their study through a framework of common educational goals which define the liberally educated person. Faculty members work closely with all students to ensure a proper grounding in the humanities, sciences, and social sciences. Bethany students have many opportunities for choice; but here, too, faculty work closely with them to ensure that each student's personal plan of study is both comprehensive and coherent. It is this combination of thoroughness and personal expression that makes Bethany unique.

Academic Advisor

The student-advisor relationship is a vital aspect of the Bethany education. All students are responsible for knowing all requirements for graduation from Bethany College and understanding their progress toward fulfilling those requirements.

Students and advisors work closely together to develop appropriate classroom and experience-based programs of study. Freshmen interact with their advisors twice each week during the first semester's freshman seminar and privately at other times. Before pre-registration during the second semester of the sophomore year, students are required to select a major. At that time they are assigned to an advisor associated with their areas of interest.

In addition to academic advisors designated for freshmen and for majors, advisors are available to help students with information concerning career interests, and for specific services such as campus employment, counseling, graduate programs, testing, scholarships, foreign students, writing, and vocational guidance. Lists of advisors appear on page 121.

Requirements for a Bethany Degree

The Bachelor of Arts and Bachelor of Science degrees are conferred by Bethany College upon students who have satisfactorily completed the following requirements:

- 128 semester hours with a minimum grade point average of 2.00000 including the following:
 - a Freshman Seminar
 - Interdisciplinary Studies 100
 - Religious Studies 100
 - the Perspectives Program
 - a Major Field of Study
- the Practicum Program
- the Writing Proficiency Requirement
- a senior project in the major field
- the senior comprehensive examination in the major field
- the residence requirement
- participation in commencement exercises

Bachelor of Arts degrees are awarded in Accounting, Communication, Computer Science, Economics, Education, English, Fine Arts, French, German, History, Interdisciplinary Studies, Philosophy, Physical Education, Political Science, Psychology, Religious Studies, Social Work, and Spanish. Specific requirements for each major are described in the sections of this **Bulletin** devoted to the offerings of the individual academic departments.

Bachelor of Science degrees are awarded in Biology, Chemistry, Computer Science, Interdisciplinary Studies, Mathematics, Physics, and Psychology. Specific requirements for each major are described in the sections of this **Bulletin** devoted to the offerings of the individual academic departments.

Freshman Program

Freshman Seminar: Each freshman is required to enroll in a Freshman Seminar during the fall semester. The faculty member who directs the seminar also serves as the student's academic advisor. (A student transferring to Bethany more than 12 semester hours of credit from another college is exempted from the Freshman Seminar.)

Freshman Interdisciplinary Course: Each freshman is required to enroll in INTD 100, *Origins of Modern Western Thought*, during the spring semester. (A student transferring to Bethany at least 60 semester hours of credit from another college is exempted from the Freshman Interdisciplinary Studies course.)

Perspectives Program

In addition to the accumulation of knowledge in a wide variety of disciplines, all Bethany graduates are expected to develop perspectives on their world, each of which is, in appropriate ways, systematic, ethical, and integrative. These perspectives are historical, international, aesthetic, scientific, quantitative, social, and personal.

All courses within the Perspectives Program address three overarching concerns of liberal learning: 1) systematic issues of critical thinking about the basic assumptions, methodologies, and frames of reference of the subject field; 2) ethical issues within the disciplines studied; 3) integrative issues designed to assist the student in gaining a personal perspective or point of view about the world as seen through the examined perspective.

To this end, every student must complete at least four hours chosen among the courses in each of the Perspective categories listed below, plus at least four additional hours, for a total of thirty-six hours in the program. Students may receive approval to substitute credit by examination for the four additional hours.

The list of approved courses changes each year. Only courses taken in the year they appear on the approved list will count toward fulfillment of the requirement.

Historical Foundations: *to achieve an understanding of the methods used to analyze the process of change over time, the agents which effect those changes, and the relationship of past to present*

English 266; Fine Arts 103, 240, 241, 242, 243; History 201, 202; Interdisciplinary Studies 251, 252; Philosophy 333; Physical Education 244.

International Understanding: *to gain an understanding of the world's diversity and the variety of cultural responses to common human experiences*

Communication 403; Economics 260, 270; English 268; French 110, 120, 230, 240, 241, 313; General Science 202; German 110, 120, 230, 240, 241, 312; History 101, 102, 326; Interdisciplinary Studies 201, 202, 203, 204; Japanese 110, 120; Philosophy 335; Political Science 243, 253; Psychology 250; Religious Studies 221, 240, 245; Spanish 110, 120, 230, 240, 241, 310, 311.

Aesthetic Awareness: *to develop an understanding of the aesthetic principles which influence the creative process in human endeavor*

Communication 104; English 140, 150, 160, 163, 164, 165, 241, 242, 271, 272, 297, 298, 325, 326, 341, 342; Fine Arts 101, 102, 200, 201, 211, 212, 271, 272; French 351, 352; German 351, 352; Philosophy 358; Spanish 357, 358.

Life Science: *to learn to investigate the world of living things in the classroom and in the laboratory or field, including models of the interactions within that world and their humanistic implications*

Biology 100, 110, 326; Psychology 100.

Quantitative Reasoning: *to understand analytical and quantitative ways of examining the world*

Computer Science 144, 151, 152; Mathematics 101, 103, 201, 202, 250, 281; Philosophy 123; Psychology 205.

Social Institutions: *to examine the methods used by social scientists to analyze the organizing principles, structures, policies, and governing ideas of the institutions of society*

Communication 101; Economics 200; General Science 101, 210; Philosophy 352; Physical Education 243; Political Science 225; Religious Studies 322, 367; Sociology 150.

Human Personality and Behavior: *to establish insight into the methods, theories, and information used to explain how humans develop, behave, and understand themselves*

Communication 102; Education 201, 202; English 257, 258; Philosophy 100, 124, 252, 254, 334, 355; Psychology 210, 324, 325, 326; Social Work 145, 310; Sociology 210.

Physical Science: *to learn how to explore the physical world, from atoms to stars, by applying scientific method in the laboratory, by understanding mathematical models used in the physical sciences, and by considering the place of science in human affairs*

Chemistry 100, 101, 102; General Science 100, 103, 151; Physics 103, 151, 201, 202.

To satisfy perspective requirements, students must take these courses on a graded basis. Students should not enroll in courses to satisfy the Quantitative Reasoning requirement until they have consulted with their advisors about the results of the freshman diagnostic test in quantitative skills.

Major Field of Study

Every student must select a major field of study from one of the academic departments of the College, from among the faculty-sponsored interdisciplinary programs, or by initiating and developing an individual interdisciplinary program.

Department majors are described in detail in the sections of this **Bulletin** devoted to the offerings of the individual academic departments. Each major requires a minimum of 24 credit hours in courses within the department (exclusive of the senior project) and no more than 48 hours (including the senior project) within the department. Particular major fields may require courses in related disciplines as long as the total number of credit hours (including the senior project) for the major and related disciplines does not exceed 72 hours.

Faculty-sponsored and student-initiated interdisciplinary majors cross departmental lines. Information about faculty-sponsored majors is available from the office of the Registrar. Information about student-initiated interdisciplinary study is available in the Interdisciplinary Studies section of this **Bulletin** and from the Director of Interdisciplinary Studies. All interdisciplinary programs require the approval of the Faculty Committee on Interdisciplinary Study. All interdisciplinary programs must include between 24 and 72 credit hours (exclusive of the senior project).

Minor Field of Study

Students may include as part of their program of study one or more optional minors. Requirements for minors are described in detail in the sections of this **Bulletin** devoted to the offerings of the individual academic departments. Minors generally require between 16 and 24 hours of directed study in one or more departments.

Practicum Program

Practicums are examined experiences encompassing values Bethany believes to be essential to a complete education. These experiences make a student's academic studies more relevant to the everyday world.

Each student must successfully complete four practicums. They require:

- an experience in responsible citizenship
- a demonstration of an awareness of and involvement in health, physical education, and recreation
- an experience in intercultural living
- an experience in a vocationally oriented activity

Students, with the assistance of the advisor and the Director of Practicums, develop proposals which must meet the guidelines established for each practicum and be approved by the Faculty Practicum Committee. Each student completes an evaluation of the experience after each practicum.

Seniors must complete all proposals by December 15 and all evaluations by April 15 of the graduation year.

Further information is available from the Director of Practicums or the Registrar.

Writing Proficiency Requirement

All students must achieve and maintain a high level of proficiency in expository writing. They may demonstrate proficiency by performing at an above average level in Writing Qualification Tests given annually, in selected writing courses offered by the English Department, or in a combination of Writing Qualification Tests and courses.

Students should plan to complete the program and meet the writing proficiency requirement before the beginning of the senior year. *Students who have not met the writing proficiency requirement before attaining senior status must enroll in English 120 (a non-credit, non-graded course in expository writing) or English 125 (a course offered only during the January Term).* Special Writing Qualification Tests are given as part of these courses. Students must continue in the selected course until they have demonstrated a high level of proficiency on one of the special tests.

The Writing Proficiency Program is administered by the English Department and supervised by the Director of Writing. The English Department will certify to the Registrar that a student has satisfied the writing proficiency requirement for graduation when the student has demonstrated proficiency in one of the following ways:

1. By performing at a high level on the Junior WQT.
2. By earning a grade of C+ or better in an approved writing course taken during the junior year.
3. By performing at a high level on the Freshman WQT or earning at least a grade of C+ in an approved writing course taken during the freshman year **and** by performing at a high level on the Sophomore WQT or earning at least a grade of C+ in an approved writing course taken during the sophomore year.
4. By earning a grade of B or better in an approved writing course taken during the freshman year or sophomore year.
5. By enrolling in English 120 or 125 during the senior year and performing at a high level of proficiency on a special WQT given as part of the course. (*Writing Qualification Tests are administered to seniors only when they are enrolled in English 120 or 125. No other courses enable seniors to fulfill the Writing Proficiency Requirement.*)

Writing Qualification Tests are administered according to the following schedule:
Freshman WQT in October (required as part of the Freshman Seminar)
Sophomore WQT in March
Junior WQT in March

Exact dates are listed in the official Bethany College Calendar on pp. 2-3 of this **Bulletin**.

Students who choose to satisfy the requirement by enrolling in writing courses may select from the following: ENGL 100; 125; 140; 150; 163; 164; 165; 209; 233. No more than one course per academic year will apply to the requirement.

Special arrangements are made for students who transfer from other colleges. Transfer students should consult the Director of Writing immediately upon enrolling at Bethany.

Senior Project

Each student must produce a project which conforms to the guidelines and fulfills the requirements of the major department. Two to eight hours of credit are given after the final evaluation and approval of the project. Scheduling of the project is at the discretion of the department or the student's advisory committee. The project is evaluated by at least one person in the major other than the student's senior project advisor. The completed project is made available to the College community.

Senior Comprehensive Examination

Capping the Bethany education is the Senior Comprehensive Examination. Comprehensive examinations assure the College of qualitative accomplishment and lead the student to a sense of self-confidence and achievement.

A student who has attained senior standing, is completing the requirements for a major and has a GPA of at least 2.00000 in the major is eligible to take the Senior Comprehensive Examination. To take the Examination the student must apply in the office of the Registrar at least two months prior to the first day of the written section of the Examination. The Examination, which is offered in January and in May, is both written and oral. In some majors sections of the Graduate Record Examination are part of or prerequisite to the Senior Comprehensive Examination. The Registrar arranges the oral section as soon as possible after the written section, but in no case more than two weeks later.

Students who have completed all requirements in their majors may take the examination in January with the consent of their advisors. Students failing the examination in January may take it again in May or at any time that it is regularly given within the following twelve months. If the student fails a second time, the student may petition the faculty for a re-examination during the following year. No student may take the examination more than three times.

Students who do unusually well on the Senior Comprehensive Examination are listed at graduation as having "passed with distinction."

Residence Requirement

Students normally require four years to complete all requirements for a degree at Bethany. Sometimes they may complete their work in less time. Regardless of the time taken to finish the degree, Bethany requires that students spend their last two full-time semesters (of at least 12 semester hours each) in residence at the College. A student may be permitted to study off campus during the Senior year if the previous full year has been spent in residence and if prior approval has been granted by the Academic Appeals Committee.

January Term

The Bethany program incorporates a voluntary four-week January Term. The January Term provides opportunities for students to supplement and extend the learning experience available during the traditional academic year. In January students may enroll in courses, study single topics intensively, travel and study in various parts of the world, and undertake independent study and practicum experiences.

By participating in a January Term students may earn up to 4 credits toward Bethany College graduation requirements. Since the January Term is voluntary, students who participate in credit-granting programs are assessed for tuition, room and board, travel, and laboratory and other fees as appropriate to the particular program. Limited financial aid is available to students for participation in the January Term. Specific information about course offerings, costs, and financial aid is available from the Office of the Registrar.

Pre-Professional Study

Bethany offers pre-professional study programs in:

- Engineering
- Medical and Health Professions
- Law
- Ministry

The Bethany engineering program permits students to earn both a bachelor's degree from Bethany and a B.S. in engineering from a cooperating engineering school upon completion of a five-year sequence. Students spend three years in the liberal arts environment of Bethany and then attend Case-Western Reserve University, Columbia University, Georgia Institute of Technology, or Washington University for an additional two years.

Students desiring to prepare for the study of medicine, dentistry, or any other health related field find instruction and facilities at Bethany which satisfy the entrance requirements for the best professional schools. Medical admission tests must be taken in the junior year and specific course planning is required, beginning with the first semester of the freshman year. Bethany also provides a degree program for certified allied health professionals who have completed accredited technical programs at other institutions.

No single curricular pattern is recommended as preparation for law school, but Bethany provides the key ingredients for entrance, such as breadth of knowledge and high levels of achievement in writing, critical thinking, and logical reasoning.

Students planning to enter church vocations complete their preparation in seminaries and graduate schools of religion after undergraduate pre-seminary studies at Bethany.

Bethany also provides thorough preparation for professions in the fields of business administration, communications media, public administration, teaching at all levels, social work, and many more. Students are encouraged to contact individual academic departments, as well as the College's Office of Career and Professional Development, for academic and career planning.

Internships

Students may spend a semester combining practical professional experience with formal off-campus study. A student wishing to do this must obtain a full-time job in his or her chosen area and arrange independent study credit which will integrate this work experience with formal theoretical study.

A written proposal, signed by the faculty member charged with supervising and evaluating the project, must be approved by the faculty Curriculum Committee. The proposal must provide a description of the student's goals in undertaking the program, a description of the experience including a summary of his or her responsibilities and the name of his or her supervisor, a description of the formal independent study course work, an explanation of the way in which the program will integrate the work experience and the formal independent study course work, and a description of the methods to be used in supervising and evaluating the entire project.

Students may earn eight credit hours upon satisfactory completion of the project. No additional academic work may be taken during the semester of the project.

Study Abroad

Qualified students may earn academic credit for formal study completed in foreign countries. To be eligible for study abroad, a student should normally have junior standing. Approval by the faculty International Education Committee is also required. Several programs for study abroad are part of the Bethany curriculum:

Heidelberg Program

Qualified students work out individualized programs of intensive study in the German language at the university level in Heidelberg, Germany.

Oxford Semester

Approximately twenty students spend the fall semester in Oxford, England, with a Bethany professor studying British literature, history, and culture. Participants are full-time matriculated Bethany students, but live and study in Britain.

Paris Sorbonne Program

By special arrangement with the Sorbonne, qualified Bethany students may enroll for a semester or a full year in its Cours de Langue et de Civilisation Francaise. A Bethany representative in Paris serves as counselor to Bethany's students during their stay at the Sorbonne.

Spain Study Program

Through special arrangement with the University of Navarra in Pamplona, qualified Bethany students may enroll for a semester or full year. A Bethany representative at the University of Navarra serves as counselor to Bethany's students during their stay in Pamplona.

Other Programs

Bethany students have participated in additional programs for study abroad. The Director of International Education Programs can provide interested students with information about programs which have been examined and approved.

Washington Semester

One or two advanced students in history, political science, economics, or sociology may pursue studies in these fields under the direction of the American University in Washington, D.C. A student participating in this plan takes six to nine hours in regular academic work and six to nine hours in the study of government supervised by Bethany College and American University. Participants in the program must be recommended by the program advisor and have the approval of the Vice President for Academic Affairs and Dean of Faculty.

State Government Study

The Departments of History and Political Science administer a program in conjunction with the West Virginia University Foundation in which an outstanding junior or senior is selected each year to spend one week in Charleston, W. Va., studying the three branches of state government. Students may earn two hours of credit for this program.

Academic Common Market

Bethany is a member of the Academic Common Market, an interstate agreement among southern states for sharing academic programs. This agreement allows Bethany students, who qualify for admission, to apply for enrollment in 80 graduate degree programs in other common market states on an in-state tuition basis. The Southern Regional Education Board sponsors this program. Further information concerning the Academic Common Market is available at the Office of Career and Professional Development.

External Programs

Bethany College develops special programs for older adults through intensive, short-term residential and off-campus seminars, institutes, courses, and workshops. These programs generally serve business, industrial, educational, professional, and church organizations.

Each summer, the Bethany campus and facilities are used for camps for youth, including camps for sporting activities, church groups, and musical groups. Retreats and workshops also are conducted on the Bethany campus.

Facilities and Resources

Substantial resources are invested in the education of Bethany students. The gross assets of the College on June 30, 1992, totaled \$49,198,405. Facilities and equipment at book value were \$33,337,099 with a replacement value of approximately \$46,024,051. The market value of all endowment funds was \$39,006,330.

Library

The library serves the Bethany community in the following ways:

- By acquiring and making available traditional and non-traditional forms of information and knowledge
- By providing support, guidance, and training in the selection and use of information sources
- By helping students learn to evaluate information

- By helping faculty and students realize the goals of specific courses
- By promoting awareness of issues concerning the accessibility to and distribution of information
- By keeping the community abreast of developments in information technology and resources
- By collecting, preserving, and providing access to archival materials documenting the history of the College and Alexander Campbell, its founder

The primary center for library services and resources is the T.W. Phillips Memorial Library, which also houses the Center for Campbell Studies. The Sakach Room houses the Paul E. Rieger collection of books and other research materials focusing on the Upper Ohio Valley. In addition to the collections housed in the main library building, the library assists in maintaining specialized library reading rooms at various locations on campus for science, and law. The main library is open 82 hours per week when classes are in session, providing library services throughout the campus and access to collections and databases worldwide through interlibrary loan and computer networks.

Academic Support Services

The Center for Academic Success provides students with counseling and other support services for all aspects of academic work. The Center is located in the lower level of Old Main.

The Special Advising Center provides counseling to students with diagnosed learning disabilities and guides them in developing successful strategies for learning. The Center is located in the lower level of Old Main.

The Media Center provides audio and visual materials and equipment to faculty and students. The center is located in the lower level of Old Main.

The Academic Computer Center provides state-of-the-art computer facilities. The Center includes a **Writing Laboratory** and a **Computing Laboratory** located on the first floor of Richardson Hall, a **Graphics Laboratory** located in the lower level of the Johnson Fine Arts Center, and a **Publication Laboratory** located on the lower level of Cochran Hall. All are available to students for work on class assignments and projects.

Recreation Facilities

The Larry Hummel Field House (formerly Alumni Field House), John J. Knight Natatorium, and various playing fields are available for student use at most hours. A major expansion of these facilities is in progress.

Office of Career and Professional Development

Bethany's Office of Career and Professional Development assists students and alumni in planning careers and obtaining both temporary and permanent jobs. Career counseling is provided and workshops are presented on such topics as resume writing, interviewing, job hunting, and skills identification. The Office coordinates and schedules on-campus recruiting. It also maintains a Career Resource Center consisting of career planning literature, job announcements, a volunteer contact network of alumni and friends of the College, material on internships, and graduate and professional school information. Free credential service is available to all seniors and alumni who register with the Office.

College Buildings and Grounds

More than 30 academic, administrative, and residential buildings are located on the 1,600 acre campus. The principal structures are:

Old Main (1858) is the centerpiece of Bethany's academic buildings. Its tower dominates the campus and is the chief architectural feature noted as one approaches the College. Old Main is listed in the *National Register of Historic Places*. The building is one of the earliest examples of collegiate Gothic architecture in the United States. Old Main restoration work has been under way since 1977 with approximately \$4 million invested in the project. Old Main was designated a National Historic Landmark in 1990.

Oglebay Hall (1912) accommodates the laboratories and classrooms for the biology and psychology departments. The building was a gift of Earl W. Oglebay of the class of 1869.

Richardson Hall of Science (1964) provides contemporary facilities for the chemistry, physics, and mathematics departments and houses the Academic Computer Center. It is named for Robert Richardson, Bethany's first science professor.

David and Irene Steinman Fine Arts Center (1969) provides excellent facilities for music and theatre. A fully equipped theatre occupies the central portion of the building. Teaching studios, studio-classrooms, a general rehearsal room for the larger vocal and instrumental groups, and individual practice rooms support instruction in music.

Grace Phillips Johnson Visual Arts Center (1984) offers facilities for computer graphics, television, painting, sculpture, and design. The Sandra Weiss Berkman Studio for Ceramic Arts is adjacent to the Center. The building was formerly Irvin Gymnasium (1919). Complete renovation accomplished during 1983-1984 makes this an outstanding facility for instruction in the visual arts.

T. W. Phillips Memorial Library (1959) serves as the hub for an academic information network that provides the campus with over 250,000 items locally (books, periodicals, newspapers, microforms, pamphlets, audiovisuals, archival materials) and access to millions of titles across the nation and around the world through OCLC, Dialog, and other computer networks. The Center for Campbell Studies, housed in the Library, contains books, periodicals, letters, paintings, photographs, and museum pieces related to Bethany's founder and first President, Alexander Campbell.

John J. Knight Natatorium (1967) contains a six-lane, 25-yard, heated pool which is used in the physical education program and for intercollegiate competition. It is named for John J. Knight, long-time director of athletics.

Larry Hummel Field House (1990) provides physical education facilities for men and women. It is also used for concerts. Formerly Alumni Field House (1948), the building was extensively renovated 1989-90. Adjacent to the field house are football, soccer, and baseball fields, tennis courts, and a quarter-mile track.

Health and Recreation Center, scheduled for completion during the summer of 1994, is located adjacent to the Hummel Field House. The Center includes an indoor track and tennis, basketball, volleyball, and handball courts intended for recreation and intramural athletics and a swimming pool for recreation and intercollegiate competition. Also under construction as part of the Center is a new outdoor tennis complex near the John J. Knight Natatorium.

Renner Union-Bethany House (1948) is the student union. Here are found the campus radio station, the College bookstore, a student photographic darkroom, music listening rooms, a spacious lounge, and the Admission Office. The alumni joined in 1969 with the R. R. Renner family of Cleveland, Ohio, to remodel this facility.

Benedum Commons (1969) is the modern, air-conditioned dining facility for all Bethany students. In addition to the main dining room, "The Ogden Room," the building houses a snack bar, lounge facilities, and several small dining rooms, including "The Berkman Room," for special student and faculty events.

Commencement Hall (1872) provides the setting for convocations, concerts, lectures, dramatic presentations, and other gatherings. During 1983-1984, the Hall was restored to its original state.

Cramblet Hall (1905) was constructed through a gift from Andrew Carnegie. Originally the library, it was remodeled in 1961 to house administrative offices. It is named in honor of two presidents of the College, Thomas E. Cramblet and his son, Wilbur Haverfield Cramblet.

Cochran Hall (1910) was built as a men's residence by Mark M. Cochran of the class of 1875. The interior of the building was completely remodeled during 1974-1975 to serve as a site for faculty offices and student conferences.

Erickson Alumni Center (1992) houses Bethany's Alumni Relations Office, Development Office, Church Relations Office, and Public Information and Publications Office, as well as an Alumni Council Room, the Wilkin Parlor, and the Martin Guest Rooms. Originally part of the McLean-McEachern residence complex, it was completely reconstructed as the result of the gift of Charles O. Erickson, a West Virginia philanthropist whose generosity made possible the creation of alumni centers at colleges and universities throughout West Virginia.

Pendleton Heights (1841) was built during the College's first year by W. K. Pendleton, a member of the first faculty and second president of the College. Today it serves as home for Bethany's president. Pendleton Heights is listed in the *National Register of Historic Places*.

The Leadership Center

Millsop Building houses offices, seminar rooms, exhibition areas, and a 123-seat circular conference room for continuing education activities. The center offers a regular series of conferences, seminars, and workshops for education, business, and professional groups. It is a memorial to Thomas E. Millsop, former president and chairman of the National Steel Corporation.

Gresham House (1972) is a guest facility which provides 40 rooms for overnight accommodations for visitors to the College. It is named for Dr. Perry E. Gresham, Bethany's twelfth president, and his wife, Aleece.

Harder Hall (1981) is an educational laboratory and dining facility. It adjoins Gresham House, the guest facility. It honors Delmar C. Harder, a pioneer in automation in the American auto industry.

Student Life

Education at Bethany is an experience in integrated living and learning. The College community offers a great variety of activities, and students are encouraged to participate in those which best complement their educational experience. Many opportunities for leadership experience are provided.

Bethany encourages mature and responsible citizenship by its students. The College believes this citizenship is realized through the measured personal freedom of each individual and the community-building efforts of students, faculty and administrators. College officials intervene when the rights and privileges of some are threatened by the actions of others.

Students, faculty and trustees have cooperated in writing a Compact for Bethany College. The Compact is a general statement of philosophy, aspiration, and expectation regarding the way the entire Bethany community is to live together. All members of the College are urged to read and live up to the ideals of this statement. It can be found in the Bethany College *Student Handbook*.

Student Government

The Student Board of Governors, composed of representatives from all residence groups, manages a substantial budget and appropriates funds for a wide variety of student activities. Students are appointed to many faculty committees, including those concerned with curricula, athletics, international education, cultural and speakers' programs, and others.

Residence halls help to shape the social life of the campus. Fraternities, sororities, and house associations accommodate all upperclassmen in small, self-governed units. Students are responsible for their conduct in the residence halls, for academic, cultural, and social programming sponsored by the halls, and for care of the facilities. Freshmen, soon after their arrival, organize and send representatives to student government.

Residence Life

Most Bethany residences are small housing units accommodating 32 or 48 students and containing social and recreational facilities.

Freshmen live in somewhat larger residence halls, but are granted many of the same freedoms and responsibilities of the upperclassmen. Head residents and student resident assistants provide leadership and counsel to freshmen.

Phillips Hall, one of two freshmen women residences, is the most gracious residence hall on campus. Built in 1890, it was remodeled and restored in the late 1970s. The ground floor houses a large, multi-purpose recreation room, Renner Too, and Maxwell's Coffee House.

Social Life

Fraternities, sororities and independent house associations constitute the primary social groups of upperclass men and women on campus. The six fraternities and four sororities are nationally affiliated and their members constitute approximately 60 percent of the student body. Representatives from each serve on agencies which coordinate fraternal affairs and activities.

Fraternities represented are Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha, Phi Kappa Tau, and Sigma Nu. Sororities are Alpha Xi Delta, Kappa Delta, Phi Mu, and Zeta Tau Alpha.

The student-run Renner Union Program Board is responsible for programming a wide range of activities on campus. These include cultural events, such as opera, dance, and art exhibits, as well as popular events, such as concerts, dances, and other social activities.

In the past few years Bethany programs centering on international business, American business, and American politics have brought an array of distinguished speakers and visitors to the campus to meet with students and faculty. These programs have featured a former President of the United States, United States Senators, Governors and former Governors, Ambassadors, corporate chief executive officers, and leaders in the fields of public affairs, business, sciences, and the arts.

Other activities on campus which are well supported by student participation include theatre, various musical groups, intercollegiate and intramural sports, and student-run clubs. The campus media (a weekly newspaper, a yearbook, a magazine, a literary magazine, an FM radio station, and a cable TV station) command much student interest and participation.

Religious Life

A wide variety of religious backgrounds are represented in the student body and faculty. Although participation is voluntary, there are many opportunities for religious activity on campus.

Many students find Bethany Memorial Church an opportunity for expression of their religious faith. The minister of this church, who is also a College Chaplain, is available to students for counseling and advice on personal and religious matters.

The Bishop of the Wheeling-Charleston Diocese of the Roman Catholic Church provides a chaplain and chapel for Catholic students. The chaplain is available daily for counseling, in addition to the celebration of Mass each Sunday and on holy days.

The Jewish fellowship meets for worship and study. Jewish congregations in Steubenville and Wheeling sponsor the fellowship and entertain Jewish students for the high holidays.

Student Regulations

The *Student Handbook* contains a complete description of the regulations pertaining to housing, dining facilities, health services, motor vehicles, use of alcoholic beverages and drugs, eligibility requirements, and other areas of student life. However, applicants for admission should know the following in advance:

- 1) The College expects and enforces lawful behavior in all matters. Particular emphasis is placed upon respect for the rights of others and upon other principles of good citizenship.

- 2) Bethany is a residential college and, as such, all students are required to live in college-owned housing or, for members of Sigma Nu and Alpha Sigma Phi, in their privately-owned fraternity houses. *Exceptions to this policy may be made for* students whose permanent residence is within commuting distance of the college, 9th semester seniors, student teachers doing their practice teaching, students over 25 years of age, independent students, students with serious medical concerns (validation must be made with the Director of Health Services), international students who require year-round housing accommodations, and part-time students.
- 3) All students, except commuters, are required to board in the College dining hall unless excused by the Vice President for Student Services and Dean of Students. No refunds are granted for meals missed.
- 4) Freshmen are permitted to bring automobiles to Bethany with the written approval of the Vice President for Student Services and Dean of Students and proper registration of the vehicle with Campus Security.
- 5) Violations of regulations which are not adequately dealt with by the self-governing housing unit are judged or otherwise disposed of by the Vice President for Student Services and Dean of Students.
- 6) A Special Withdrawal Policy exists to allow Bethany College to take action if a student experiences serious physical or emotional problems that may be potentially dangerous and/or life threatening. In order to protect the student and the Bethany Community, the College reserves the right to take appropriate action.

Student Health Services

All students entering Bethany for the first time are required to submit a completed physical examination form before registration. The College health service is maintained by student fees, and all students are entitled to nursing service and specified access to a physician. A minimum charge for prescription medicines, ointments, or injections may be added to the student's account under certain conditions.

The Bethany infirmary is on 24-hour call for illnesses and injuries which occur during the academic year. Service is not available at the infirmary during vacations and recess periods. Students who suffer serious illness and accidents are usually treated at the Wheeling Hospital, located 15 miles from the town of Bethany. Ambulance service for emergencies is available.

The College physicians have regular office hours during the week for free consultation. In case of an emergency operation, when the parents cannot be reached, the Vice President for Student Services and Dean of Students, upon the recommendation of the College physician, assumes the responsibility of giving permission for treatment.

Bethany provides medical, surgical, and hospitalization insurance. All students are automatically included in the coverage from September 1 to August 31 and are charged accordingly unless the appropriate waiver is forwarded to the Business Office.

Expenses for outside consultation and treatment are the responsibility of the student in all cases when not covered by insurance.

Bethany has had a substance abuse program on campus since 1981, which has been continually refined and improved in the light of national trends and current information. The program is under the leadership of the Coordinator of Substance Abuse Programs in association with the staff of the Office of the Vice President for Student Services and Dean of Students, the Health Services Staff, the Counseling Staff, and off-campus Certified Alcohol and Substance Abuse Counselors. Through the program the

College provides community-wide educational workshops, support groups, and intervention for those in jeopardy.

Counseling Services

Bethany College provides on-campus counseling to the student body. Students experiencing emotional distress are encouraged to seek assistance. Individual, group and crisis counseling are all available free of charge. Off campus referral is also available at the student's expense. All counseling will be considered confidential.

Academic assistance is available in conjunction with the counseling department. Individual assistance, as well as the Center for Academic Success, is available to help students with academic related concerns.

Intercollegiate Athletics, Intramurals, Recreation

Bethany College is a member of Division III of the National Collegiate Athletic Association. Varsity women's and men's teams participate in the Presidents' Athletic Conference. Members of the Conference, in addition to Bethany, are Grove City, Thiel, Washington & Jefferson, and Waynesburg. Men's teams compete in baseball, basketball, cross country, football, golf, soccer, swimming, tennis, and track. Women's teams compete in basketball, soccer, softball, tennis, and volleyball. Individual women may also participate in cross country, swimming, and track.

Club sports teams provide intercollegiate competition in men's baseball, lacrosse, rugby, and volleyball. Women's teams on the club level participate in lacrosse, volleyball, and softball.

A wide variety of sports is offered to the entire student body through Bethany's intramural program. Facilities are located on or nearby the campus for numerous individual or group athletic, health, and recreation activities.

Scholarships, Recognition Awards

Bethany recognizes promise and intellectual attainment by awarding a large number of scholarships. These awards vary in value and are available to a limited number of entering students. Most scholarships are awarded to freshmen on a four-year basis, but are continued from year to year only if the recipient has met the following conditions:

- A satisfactory scholarship index
- Satisfactory conduct as a student
- Worthwhile contributions to the College program
- Constructive citizenship in the College community
- Payment of student accounts as scheduled

Bethany offers a wide range of scholarships, designated and external trust scholarships, as well as sustained awards and loan funds. These awards, most named for distinguished alumni and faculty members and friends of the College, are awarded to worthy and eligible students. Some are designated for specific fields and interests.

Awards are made by the President and by the Scholarship Committee in accordance with the requirements of a particular endowed fund.

Each spring Bethany offers its **Kalon Leaders Program** in which participants vie for four-year tuition grants, also regardless of financial need. Selection is based upon past leadership achievements, secondary school record, a required essay, references, and interviews by Bethany faculty, current students, and alumni.

A complete listing of all scholarships is available from Bethany's Office of Development, the Office of the Vice President for Student Services and Dean of Students, and the Office of the Vice President for Academic Affairs and Dean of Faculty.

Achievement Recognition

Bethany encourages achievement in scholarship and leadership in student affairs by public recognition at Commencement, Honors Day, and on other suitable occasions.

Graduation Honors

Students who have done academic work of unusual merit are graduated with honors: *Summa Cum Laude* (3.85); *Magna Cum Laude* (3.65); *Cum Laude* (3.35). The awarding of honors is determined upon the basis of total quality points earned, performance on the Senior Comprehensive Examination, and the recommendation of the student's advisor.

Senior Fellowships

Certain members of the junior class may be designated as senior fellows for the following year. The selection is made from students who have demonstrated unusual excellence in their major and the character and ability to do special work ordinarily as an assistant in instruction or research.

No more than twelve full-year senior fellowships and one senior fellowship at-large or the equivalents are awarded in any one year. Usually no more than one full-year fellowship or the equivalent is awarded in any one department. Although the title of senior-fellow-at-large is primarily for capable students in interdisciplinary programs, students in other majors may be nominated for this category.

The selection of senior fellows is made by the Honors Committee, usually from nominations presented by department heads.

Dean's List

At the end of each semester students who have demonstrated a high level of academic achievement (grade-point average of 3.65 or better) and have completed at least 12 graded hours during the semester are designated as "Students Distinguished in Scholarship." Often called the Dean's List, this distinction is determined by the Honors Committee.

Honor Societies

A number of honor societies have been established at Bethany through the years to recognize academic achievement and campus leadership.

College-Wide

Gamma Sigma Kappa is a scholastic society founded at Bethany in 1932. Degree-seeking students who have achieved a cumulative scholarship index of at least 3.70 (over at least four consecutive semesters and provided that in no semester their scholastic index falls below a 3.00 and provided the student has completed at least 12 graded hours in each of the semesters) may, upon recommendation of the Honors Committee, be considered for membership. Usually, however, not more than 10 percent of any class will be recommended.

Bethany Kalon is a junior and senior society established in 1948 to give recognition to students of high character who have demonstrated competent and unselfish leadership in student activities and have been constructive citizens of the College community. Selection is made by members of the society with the advice and approval of the Honors Committee.

Biology

Alpha Phi Chapter of Beta Beta Beta is for students of the biological sciences. Its purpose is to stimulate sound scholarship, to promote the dissemination of scientific truth, and to encourage investigation into the life sciences.

Chemistry

Pi Alpha Chapter of Gamma Sigma Epsilon, a national chemistry honorary, was established at Bethany in 1989. Its purpose is to promote and recognize interest, scholarship, and research in the field of chemistry. Students are elected from those who have completed a minimum of 16 semester hours of chemistry with at least a 3.00 grade-point average and an overall grade-point average of 2.75, or from students recommended by faculty in the Chemistry Department.

Communication

The Bethany Chapter of the Society for Collegiate Journalists, a national recognition society in journalism, is designed to stimulate interest in journalism, foster the mutual welfare of student publications, and reward journalists for their efforts, service, and accomplishments.

Economics

Alpha Chapter of Omicron Delta Epsilon, an international honor society in economics, was established in 1960 to recognize excellence in the study of economics. Membership is limited to students who have completed a minimum of 12 semester hours of economics, including either Economics 301 or 302, and who have achieved both a departmental and overall grade-point average of 3.25 or better.

Education

Alpha Beta Gamma is an honorary organization in education dedicated to recognizing and fostering professional concern, involvement, and experience in education.

Fine Arts

Beta Gamma Chapter of Alpha Psi Omega is a national recognition society in dramatics. Students qualify by faithful work in playing major and minor roles or working with technical or business aspects of theatre.

Epsilon Chi Chapter of Kappa Pi is for students of graphic arts. Its purpose is to uphold the highest ideals of a liberal education, to provide a means whereby students with artistic commitment meet for the purpose of informal study and entertainment, to raise the standards of productive artistic work, and to furnish the highest reward for conscientious effort in furthering the best interest in art in the broadest sense of the term.

Sigma Tau Epsilon music honorary promotes participation and appreciation of music by encouraging attendance at recitals, sponsoring field trips to concerts, and providing an opportunity for students of music to meet and exchange ideas. The honorary also encourages participation in College musical groups and solo recitals while upholding high standards of musical performance. Qualifications for membership include active participation in College musical organizations.

Foreign Languages

Kappa Xi Chapter of Sigma Delta Pi is an honor society for those who attain excellence in the study of the Spanish language and the literature and culture of the Spanish peoples. Students who are at least second semester sophomores and have a high scholastic index and who have completed at least one advanced course in Spanish literature are eligible for membership.

History

Mu Epsilon Chapter of Phi Alpha Theta was established at Bethany in 1967 to recognize excellence in the study of history. Its membership is limited to those students who have completed at least 12 hours of history with a grade-point average of 3.1 or better and with at least a 3.0 grade-point average in two-thirds of all other studies. Members also must rank in the upper 35 percent of their class.

Literature

Gamma Upsilon Chapter of Lambda Iota Tau is an international honor society for the encouragement and reward of scholastic excellence in the study of literature. Membership is limited to juniors and seniors who have a cumulative scholarship index of 3.0, who have completed a minimum of 12 semester hours of literature courses with at least a 3.0 grade-point average in them and in all prerequisite courses, and who have presented a scholarly, critical, or creative paper which has been accepted by the chapter. The chapter presents an annual award for the best senior project in literature. Lambda Iota Tau is a member of the Association of College Honor Societies.

Mathematics

Alpha Chapter of Kappa Mu Epsilon, a national honor society in mathematics, was established in 1975 to recognize outstanding achievement in mathematics. Its membership is limited to those students who have completed at least three semesters at Bethany, rank in the upper 35 percent of their class, have completed at least three mathematics courses, including one semester of calculus, and have a grade-point average of 3.0 or better in all mathematics courses.

Physical Education

Phi Delta Psi is a physical education honorary for both men and women which encourages scholarship, leadership, fellowship, high educational standards, and participation in departmental activities. To be eligible, students must be at the second semester level of the sophomore year and achieve a grade-point average of at least 3.0 in Physical Education after taking at least nine hours in the department.

Physics

Sigma Pi Sigma is the only national Physics honor society. It was established in 1921 to recognize outstanding achievement in Physics. To be eligible for membership a student must have a cumulative grade-point average of at least 3.0 and have completed a minimum of 16 semester hours of Physics with at least a 3.0 grade-point average.

Psychology

Psi Chi is a national honor society in psychology founded in 1991 to recognize outstanding students. To be eligible for membership students must achieve at least a 3.0 grade-point average in a minimum of 12 hours in psychology courses and have an overall grade-point average placing them in the upper 35 percent of their class.

Social Science

Pi Gamma Mu is a social science honorary for men and women who have achieved high academic standing in the study of history, economics, political science, sociology, and geography. A 3.0 average in at least 20 hours of study in these fields and standing in the top 35 percent of their class are required for membership.

Awards

College-Wide

Oreon E. Scott Award is presented to the graduating senior who has achieved the highest academic standing over a four-year period of study. The donor of this award was a long-time Bethany trustee and a graduate of the class of 1892.

Francis O. Carfer Prize is given to the senior who, in the judgment of the Honors Committee, has made the most outstanding contribution to the College. Mr. Carfer, a trustee of Bethany College for 29 years, was a graduate of the class of 1909. Recipients of the award must display sound academic accomplishments and characteristics of loyalty, service, and devotion to Bethany.

Aleee C. Gresham Award, announced each spring at the May Morning Breakfast honoring senior women, was initiated in 1987 and is presented to a senior woman who has attended Bethany for at least five semesters. To be eligible for selection, senior women must have a grade-point average of at least 2.5 or better, have participated in and displayed leadership in a variety of co-curricular activities, and must have shown dedication and commitment to Bethany College.

The Pittsburgh Bethany College Club, comprising the Bethany alumnae of Pittsburgh, provides an award to the outstanding woman in the junior class. The award is based on qualities of leadership, character, conduct, and scholarship. The Club has placed a plaque in Phillips Hall on which names of winners are engraved. In addition, an individual gift is made to the recipient.

W. F. Kennedy Prize is given to the outstanding man in the junior class. This prize, established by Mr. Kennedy of Wheeling, W.Va., is awarded on the basis of the student's contribution to the College community life through leadership in activities, in personal character, and scholarship.

Richard B. Kenney Freshman Leadership Award is granted to a freshman who has demonstrated outstanding scholarship, leadership, and character at Bethany, who has become actively involved in Bethany, and who has contributed service and devotion to the College community. The student must achieve at least a 3.50 grade-point average during the first fall semester at Bethany. The award honors the late Dr. Kenney, T.W.

Phillips Professor of Old Testament Literature who taught at Bethany from 1964-1986. The award was established by the Freshman Activities Council of 1986-1987.

Lambda Iota Tau Freshman Writing Award, awarded by the English Department and Lambda Iota Tau, is given annually to the author of the best essay written in the freshman studies program. Each discussion group leader submits the best essays from the group, and the winning essay is determined by a panel of judges.

Research Awards

Gans Fund Awards are presented to juniors, seniors and graduates of the College who are engaged in approved study and research in some specific field of the sciences at Bethany College or elsewhere. The direct charge is "for the encouragement of research and discovery in the various fields of science." These awards were established by Wickliffe Campbell Gans of the class of 1870 and Emmet W. Gans in memory of their father and mother, Daniel L. and Margaret Gordon Gans.

Social Groups

Anna Ruth Bourne Award stimulates scholarship among the women's social groups. A silver cup, provided by an anonymous donor in honor of the former distinguished head of the English Department, is awarded to the recognized women's group whose active membership earns the highest scholarship standing each semester. The group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

W. Kirk Woolery Award encourages scholarship among the men's social groups. A silver cup, donated by friends of the late Dr. Woolery, a former Dean and Provost of the College, is held by the recognized men's social group or housing organization whose membership (active membership only in the case of fraternities) earns the highest scholarship standing each semester. Any group winning the cup for four semesters is presented with a smaller replica as a permanent trophy.

Travel Awards

Bettie Blanck Travel Award is made to the student whose proposal for foreign travel best promises to augment study in English literature. The award was established by Thomas A. Hopper, class of 1967, in honor of his mother, a member of the class of 1944.

Vira I. Heinz Award is granted to the junior woman who has distinguished herself by leadership, character, and scholarship and whose proposal for foreign travel most significantly supplements her educational objectives. This award for summer travel is provided by the fund of the late Vira I. Heinz, recipient of the honorary Doctor of Religious Education degree from Bethany in 1969.

Benjamin Chandler Shaw Travel Award is granted to the junior man who has distinguished himself by leadership, character, conduct, and scholarship and whose proposal for foreign travel most significantly supplements his educational objectives. The award is funded by an anonymous friend of the College in recognition of the late Dr. Shaw, Bethany's George T. Oliver Distinguished Professor of History and Political Science. Dr. Shaw joined the Bethany faculty in 1935, served from 1945 to 1966 as head of the Department of History and Political Science, and continued part-time as a faculty member until 1975.

Library

Edna W. Woolery Bibliography Prize, named for the Librarian at Bethany College during the 1950's, is awarded to a senior student and to a freshman student who have individually compiled a bibliography and who request that it be considered for receiving the award. In the event that the award, established in 1981, is not granted in any

year, the funds are used to purchase books for the Library. Additional information is available from the Librarian.

Biology

Beta Beta Beta - B. R. Weimer Award, established in honor of the late Dr. Weimer, Professor of Biology and Dean of the Faculty, is given each year to the senior in Biology who has attained the highest academic rank in this major.

Beta Beta Beta Prize is awarded the student who has received the highest grades in the initial courses in biology.

Chemistry

Senior Chemistry Award is granted to the senior concentrating in chemistry who has achieved the highest cumulative average in the department.

Freshman Chemistry Award is presented each year to the student who attains the highest grade-point average in a freshman-level chemistry course.

Communication

E. E. Roberts Distinguished Prize in Campus Journalism is awarded to an outstanding student who excels in work with one of the student media, in academic work in the Department of Communication, or both.

Sarah M. Cannon Award is presented to an outstanding student who excels in work with the campus broadcast media systems.

James W. Carty, Jr. Award is presented each year to an outstanding student who excels in work with the campus print media.

Academic Excellence Award is presented each year to the graduating Communication major with the highest grade-point average in the department.

Economics

Forrest H. Kirkpatrick Award is presented annually to the outstanding senior majoring in economics. The award is named in honor of Dr. Kirkpatrick, long-time professor and dean of the College.

Wall Street Journal Award is given to the student majoring in economics who has the highest average in selected departmental courses and who has shown strong participation in departmental activities.

English

Florence Hoagland Memorial Award, given by a graduate of the class of 1944, is presented to the outstanding senior English major. The award honors the memory of the late Miss Hoagland who was for many years Professor of English at Bethany.

Christine Burleson Memorial Award, given by a graduate of the class of 1936, is presented to a senior English major who has attained excellence in this field. The award honors the memory of the late Miss Burleson who was professor of English and Dean of Women from 1932 to 1936.

Cammie Pendleton Awards, named in honor of Miss A. Campbellina Pendleton, Professor of Language and Literature at Bethany from 1884 to 1909, are presented to the outstanding junior and sophomore majoring in English. These awards are given by Dwight B. MacCormack Jr. of the class of 1956, in memory of his grandmother, Dr. T. Marion MacCormack.

Fine Arts

Rush Carter Prize in music is presented to a member of the senior class in recognition of outstanding achievement in music. The prize honors the memory of the late Professor Carter who was a member of the Bethany faculty from 1934 to 1945.

George K. Hauptfuehrer Award in music is sponsored by Sigma Tau Epsilon in honor of Professor Hauptfuehrer, Professor of Music and Head of the Department of Music Emeritus. The award is presented to the Bethany student who has demonstrated musical excellence and has participated actively in campus musical organizations. Preference is given to seniors.

Charles H. Manion Award is made to the outstanding senior in Fine Arts with an emphasis in one of the art areas. The award memorializes Mr. Manion, long-time trustee of Bethany College who was associated with the steel industry in the Ohio Valley and who enjoyed painting. The award is provided by his daughter, Mrs. Leonard Yurko of Weirton, W.Va.

A. Kenneth Stevenson Theatre Award is presented each year to the outstanding Bethany junior or senior of any discipline with a minimum grade-point average of 3.2 who has contributed most significantly to Bethany College Theatre activity. The award also provides for guest artists to enhance the program in Theatre. Mr. Stevenson of Washington, Pa., was a long-time supporter of the Bethany College Theatre program until his death in 1979. Mrs. Stevenson, her sons, Drew and Mark, both graduates of Bethany, and members of the Department of Fine Arts make the yearly selections.

Foreign Languages

Pearl Mahaffey Prize is awarded to the outstanding senior major in Languages. The award was established by Mrs. Walter M. Haushalter and other former students of Bethany's Emeritus Professor of Foreign Languages. The prize honors Miss Mahaffey, a faculty member from 1908 to 1949 and a trustee of the College at the time of her death in 1971.

Leonora Balla Cayard Prize is awarded to an outstanding German student. This prize honors Dr. Leonora Balla Cayard who was Professor of German and Head of the Department of Foreign Languages until her retirement in 1986. Selection is made by the Department of Foreign Languages.

Theodore R. Kimpton Prize is awarded to the outstanding French student. This prize, which is restricted to those students whose native language is other than French, was established by Kimpton, Assistant Professor of Foreign Languages at Bethany prior to his retirement from full-time teaching in 1975.

Shirley Morris Memorial Award was established by Theta Chapter of Zeta Tau Alpha in memory of Miss Morris, a member and past president of the chapter. The award is given to an outstanding student in the field of modern languages. Selection is made by the Department of Foreign Languages.

Margaret R. Woods Prize, sponsored by the Kappa Xi Chapter of Sigma Delta Pi, is awarded to the outstanding Spanish major. The prize honors Miss Woods who was a faculty member from 1943 until her retirement in 1965. Selection is made by the Department of Foreign Languages.

History

Frank Alfred Chapman Memorial is a fund established by Dr. Stanton Crawford to provide for an annual award to the outstanding history student. Preference is given to students of American History and the Ohio Valley.

Interdisciplinary Studies

Frank Roy Gay Award, established in 1982, is given to the senior interdisciplinary major who maintains a grade-point average of 3.5 or above and displays outstanding leadership qualities in the Bethany community. The award is named for the former Professor of Classics at Bethany who taught English literature, religion, and philosophy.

Literature

Lambda Iota Tau Outstanding Senior Project Award is presented annually to the student submitting the best senior project in literature.

Mathematics

W. H. Cramblet Prize recognizes outstanding achievement in mathematics. It is named in honor of Mr. Cramblet, the eleventh President of Bethany College.

Philosophy

Winfred E. Garrison Prize is presented in recognition of outstanding achievement in one or more areas of philosophy. The award honors the memory of the late Dr. Garrison, a member of the class of 1892, whose humane concerns and scholarly achievements contributed significantly to the area of higher education, history, and philosophy.

Physical Education

John J. Knight Award is presented to the senior male Physical Education major displaying outstanding scholarship and athletic participation during his four years at Bethany. To be eligible for selection, the student must have an overall grade-point average of at least 2.75 and a grade-point average of at least 3.20 in Physical Education.

S. Elizabeth Reed Award is presented to the senior female Physical Education major displaying outstanding scholarship and athletic participation during her four years at Bethany. To be eligible for selection, the student must have an overall grade-point average of at least 2.75 and a grade-point average of at least 3.20 in Physical Education.

Physics

J. S. V. Allen Memorial is a fund established by the family and friends of Professor Allen to provide for an annual award to the outstanding physics student.

Psychology

Thomas R. Briggs Award is presented annually to the senior in psychology who has maintained the highest academic average in the department. The award is a memorial to the late Mr. Briggs, class of 1978, recipient of the Psychology Society Award in 1978.

Religious Studies

Osborne Booth Prize is given to the student who excels in the field of Religious Studies and in the overall academic program. The late Dr. Booth was T. W. Phillips Professor of Old Testament when he retired in 1964 after 35 years of teaching at Bethany.

Academic Procedures

Course Load

A student normally enrolls for 16 credit hours each semester. A student may also enroll in activity courses for up to two credit hours with no additional fee. The maximum course load is 16 credit hours in academic courses and two credit hours in activity courses. Permission to take additional courses must be obtained from the Vice President for Academic Affairs and Dean of Faculty. Fees will be charged for any such approved courses. Applications for excess hours are available in the Registrar's Office.

A full-time student is defined as any student carrying at least 12 hours per semester.

Course Offerings

Most courses listed in departments are offered annually. Many, however, are offered every other year and a few are offered in three-year cycles. Students should see respective department heads for long-range course planning.

Activity Courses

Some courses which emphasize practice and performance are considered activity courses. Of the 128 semester hours of credit required for a Bethany College degree, no more than 8 credit hours may be earned in activity courses and no more than 4 of these 8 credit hours may be earned in activity courses offered by a single department. A student may enroll in additional activity courses which will be listed on official transcripts and become part of the student's cumulative record.

Independent Study

Each department offers independent study for those students who have demonstrated the ability to work individually in some area of special interest. The student selects an area of study, subject to the approval of the head of the department. Upon approval, the student then completes an Application for Independent Study in the Registrar's Office before the start of the semester.

Cross-Listed Courses

When a course which is part of a department's requirements for its major may be taken for credit in more than one department, a student majoring in that field may register for the course in any department in which it is listed, but the course will count as part of the maximum credit which may be earned by the student within the major department.

Special Examinations

A student justifiably absent from a final examination or a test given in connection with regular class work is permitted to take a special test without payment of fees with the consent of the instructor and approval of the Vice President for Academic Affairs and Dean of Faculty. For any other examination a fee must be paid at the Business Office before the examination is taken, and the proper receipt must be presented to the instructor at the time of the examination.

Change of Schedule

During the first five class days of each semester, a student, with the approval of the advisor, may drop or add any course. No classes may be added after this time. A student may not withdraw from a full-semester course after the end of the ninth week of the semester or from a half-semester course after the end of the fifth week of the half-semester.

Class Attendance Policy

Students are expected to attend all class meetings and appropriate laboratory, discussion, and drill sections of their courses and to participate in all outside activities which are part of the courses.

Students may be granted official excused absences when they miss class for either of two reasons: (1) illness (as verified in writing by the Infirmary or another licensed provider of medical care); (2) participation in official college functions (as verified in writing by the Vice President for Student Services and Dean of Students). It is the responsibility of the faculty to determine the nature of all other absences and to set proper responses to them, including possible academic penalties.

Grading System

Letter grades given and their equivalents in quality points are:

A.....	4.0	B—.....	2.75	D+.....	1.25
A—.....	3.75	C+.....	2.25	D.....	1.00
B+.....	3.25	C.....	2.00	D—.....	0.75
B.....	3.00	C—.....	1.75	F.....	0.00

Students are required to take at least 100 hours of letter-graded work.

Grades mean: A, *Superior*; B, *Excellent*; C, *Average*; D, *Below Average*; F, *Failure*.

Other report abbreviations and their meanings are:

Cr. *Credit*. No quality points.

NCr. *No-Credit*. No quality points or academic penalty.

NG. *No grade*. Used at mid-term only.

Inc. *Incomplete*. No quality points. Incomplete work is a result of sickness or some other justifiable reason. An incomplete must be removed by the end of the fourth week of the following semester, unless an extension of time is granted by the Vice President for Academic Affairs and Dean of Faculty. It is not possible for a student to remove an incomplete after 12 months.

W. *Withdrawn*. Indicates withdrawal from a full-semester course before the end of the ninth week of the semester, or withdrawal from a half-semester course before the end of the fifth week of the course. Carries no quality points or credit hours.

Any student who carries 12 hours of letter-graded academic work may elect to take additional work on a Credit-No Credit basis in courses which are not used for the major, a minor, or the Perspectives Program.

A report of the scholastic standing of students is received at the Registrar's Office at mid-semester in addition to the final semester reports. These reports are sent to the faculty advisor and the parents or guardians of each student.

Classification of Students

For sophomore rank a student must have at least 25 hours of academic credit. Admission to full junior standing is conditioned upon the student having at least 60 hours of academic credit. For senior class rank the student must have at least 94 hours of academic credit.

Students are not considered candidates for the baccalaureate degree until they have been granted senior classification, have filed an application to take the Senior Comprehensive Examination in their major and have filed an application for a degree.

Probation

A satisfactory scholastic record at Bethany requires a student to have a semester's grade-point average of at least 1.70 during the freshman year, 1.80 during the sophomore year, and 2.00 during the junior and senior years. Students who have failed to meet the academic standards expected by the College are placed on probation.

Probation is a warning to a student (and to the student's parents or guardians) that academic performance is unsatisfactory and that unless significant improvement is made, continuation at Bethany will not be permitted. At the end of a semester on probation a student's entire academic record is reviewed by the Academic Appeals Committee. Continued enrollment depends on the trend in academic performance. A student who is unlikely to meet the requirements for graduation in the usual four-year period may be dismissed. An extension of the four-year period is permitted only when there are extenuating circumstances.

Transcript of Records

Students wishing transcripts of records in order to transfer to other schools or for other purposes should make application to the Registrar's Office at least one week before the transcript is needed. Transcripts are issued only at the request of the student, and official transcripts are sent directly to the recipient specified by the student. One transcript is furnished to each student without charge; for each additional transcript a fee of \$1.00 is charged. When three or more transcripts are ordered at the same time, the first transcript is \$1.00, and the others cost \$.50 each. Fees must accompany the request. All financial obligations to the College must be paid before a transcript is issued.

Withdrawal

An honorable dismissal is granted to students in good standing who may desire to withdraw from the College if they have satisfied their advisor and a responsible officer of the College that there is a good reason to justify such action. Students asking to withdraw should present a written request to the Vice President for Student Services and Dean of Students along with a statement of approval from parent or guardian. The recommendation of the Vice President for Student Services and Dean of Students is next presented to the Vice President for Finance and Treasurer and then to the Registrar for final record. No withdrawal is considered complete until this procedure has been carried out.

Invalidation of Credits

Courses completed at Bethany or elsewhere more than 10 calendar years before the date of proposed graduation are not accepted for credit toward graduation. All candidates are expected to comply with degree requirements in effect at the time of acceptance of the degree application. With the approval of the Academic Appeals Committee and the payment of the required fee, the candidate may take examinations, as administered by the various departments, for courses included in the current curriculum, to reinstate academic credit that may have been declared invalid because of date.

Academic Appeals Committee

The Academic Appeals Committee is composed of members of the Bethany faculty charged with the responsibility of developing policies and procedures for the equitable and efficient administration of the academic machinery in such areas as attendance, the grading system, and academic standards. The Committee reviews students' academic records to apply College policies on such matters as academic standing, probation, eligibility, and dismissal. It evaluates and acts on student appeals for exemptions from established policies.

Changes in Regulations

Bethany reserves the right to amend the regulations covering the granting of degrees, the courses of study, and the conduct of students. Attending Bethany College and receiving its degrees are privileges, not rights. The College reserves the right (and the student concedes to the College the right) to require the withdrawal of any student at any time.



Course Descriptions

Biology

Aims

To acquaint students with the living world around them and with basic life processes; to demonstrate the scientific method as an approach to problem solving; to cultivate an appreciation of research; to develop laboratory skill in various types of work in biology; to prepare students as teachers of biology and for professional fields such as medicine, dentistry, veterinary medicine, and for graduate schools in various biological disciplines; and to help students find and appreciate their roles in the natural environment.

Requirements for Major

All students majoring in Biology must complete a minimum of 44 hours in the department including BIOL 100, 110, 180, 290, 308, 378, 477, and a senior project.

In addition, all majors must complete a minimum of 16 hours in chemistry, including two semesters of organic chemistry, and eight hours of physics.

Finally, all majors must complete one of two tracks.

Biology Track: BIOL 326; four hours from BIOL 343, 351, 425; four hours from BIOL 338, 440, or 442.

Biochemistry Track: BIOL 320, 343, 351, 352; eight hours of calculus.

German or French is recommended for those students preparing for graduate school. A semester of calculus is also strongly recommended. Statistics is recommended for students preparing for graduate work in ecology, wildlife biology, genetics, and certain other fields. Students with a special interest in botany should elect BIOL 338 instead of four hours from BIOL 440 and BIOL 442; and they should take BIOL 102 and 228.

Requirements for Minors

Botany: BIOL 100, 110, plus eight hours from BIOL 102, 228, 326, 338.

Environmental Biology: BIOL 100, 110, 228, 231, 326.

Zoology: BIOL 100, 180, either 167 or 308, and four hours from 440, 442, or 425.

Requirements for Teaching Certification

Only Biology majors who have completed the following courses will be recommended for state certification to teach biology in the secondary schools: BIOL 100, 110, 167 or 308, 180, 290, 326, 343, 480; CHEM 101, 102; GENS 103 or PHYS 103 or 201; the courses in the professional education sequence described on p. 96 of this **Bulletin**. *The following courses are prerequisite to student teaching: BIOL 100, 110, 167 or 308, 180, 290, 480.*

Courses

- BIOL 100 Modern Concepts in Life Science** 4 hours
An introduction to modern concepts of cell biology, metabolism, photosynthesis, nutrition, reproduction, heredity, evolution, behavior, and ecology, emphasizing the process of acquiring biological knowledge. Consideration is given to social and ethical implications of biological issues.
- BIOL 102 Horticultural Science** 2 hours
An examination of the scientific concepts on which horticulture is based. Emphasis is placed on the study of the plant, the basis of all horticultural activities.
- BIOL 105 First Aid as Related to the Principles of Biology** 2 hours
A major emphasis is placed on the biological principles utilized in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructor's certificates will be presented as an option at the end of the course. (May be taken for credit as PHED 226.)
- BIOL 110 Plants, People, and Environment** 4 hours
A study of plant life including the evolution of the various groups of plants, an introduction to the morphology and anatomy of vascular plants, plant genetics and the functional life processes of plants. Some of the economic and ecological problems such as world food supply and effects of pollution on plants are also examined.
- BIOL 167 Introduction to Mammalian Anatomy and Physiology** 4 hours
A study of mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body; lab study of the anatomy of the cat; human physiology. (Not open to biology majors. May be taken for credit as PHED 167.) *Prerequisite: BIOL 100.*
- BIOL 180 Invertebrate Zoology** 4 hours
A structural, functional, and evolutionary study of the major invertebrate phyla.
- BIOL 205 Emergency Medical Training** 4 hours
The medical, communication, transportation records, and report instructions required for certification by the West Virginia Department of Health as an emergency medical technician. (Red Cross advanced first aid certificate may be earned by those passing the examination.)
- BIOL 210 Evolution** 2 hours
An examination of the evidence for the theories of evolution with special attention to the modern synthesis of genetic and ecological factors. Also considered are the implications of evolution for religious thought. *Prerequisite: An elementary course in biology or permission of the instructor.*
- BIOL 228 Field Botany** 2 hours
An introduction to the taxonomy of vascular plants with emphasis on the local flora and the techniques of herbarium science.
- BIOL 231 Ornithology** 2 hours
The anatomy, behavior, and identification of birds.
- BIOL. 250 Biological Rhythms** 2 hours
A study of circadian and other rhythms in living organisms including humans. An emphasis is placed on the physiological and behavioral aspects of rhythms.
- BIOL 251 Endocrinology** 2 hours
A study of various endocrine glands and their hormonal regulation of diverse physiological functions in health and disease.
- BIOL 290 General Genetics** 4 hours
A synthesis of basic principles and modern molecular theory.
- BIOL 308 Comparative Vertebrate Anatomy** 4 hours
Comparative anatomy of the representative forms of vertebrates: lab study of the comparative anatomy of the shark, other lower vertebrates, and the cat.

- BIOL 320 Physical Chemistry for the Life Sciences** **4 hours**
 An introduction to the nature of thermodynamics including equilibrium processes. Applications of physical concepts to systems of biological interest are emphasized. A study of the rate processes in the liquid phase is included. (May be taken for credit as CHEM 320.) *Prerequisite: CHEM 212 and MATH 202 or permission of the instructor.*
- BIOL 326 Ecology** **4 hours**
 A study of the general principles of ecology of microorganisms, plants, and animals. Special emphasis is placed on field study of several communities.
- BIOL 338 Plant Anatomy and Physiology** **4 hours**
 The morphology and anatomy of the vascular plants together with a study of the fundamental life processes of plants: growth, reproduction, irritability, metabolism, and hormonal control.
- BIOL 343 Microbiology** **4 hours**
 The morphology and physiology of microorganisms; principles of lab technique; and cultural characteristics and environment influences on microbial growth.
- BIOL 351 Molecular Biology and Biochemistry I** **4 hours**
 An introduction to the structural organization and chemical composition of cells and to fundamental chemical processes carried on inside organelles. Included are enzymatic action, transport across biological membranes, and basic metabolic pathways as they relate to cell structure. The laboratory focuses on current techniques for the isolation and analysis of basic biomolecules and on some practical applications of enzymology. (May be taken for credit as CHEM 351.) *Prerequisites: CHEM 211-212.*
- BIOL 352 Molecular Biology and Biochemistry II** **4 hours**
 An introduction to the biosynthesis of biomolecules, gene expression and control, and recombinant DNA technology. The laboratory focuses on current techniques for probing biochemical reactions and for isolating and engineering DNA. (May be taken for credit as CHEM 352.) *Prerequisite: BIOL 351 or CHEM 351.*
- BIOL 378 Junior Seminar** **2 hours**
 The theory and practice of selected methods in biological instrumentation and research. Special emphasis is placed on those methods not covered in other courses and on methods helpful for the completion of Senior Projects.
- BIOL 425 Animal Physiology** **4 hours**
 A study of the structure and functions of the human body: the mechanism of bodily movements, responses, reactions, and various physiological states.
- BIOL 440 Histology-Microtechniques** **4 hours**
 A study of the structure of the cell, its modification into various tissues, and the practice of general histological techniques.
- BIOL 442 Embryology** **4 hours**
 A study of the ontogenetic development of selected embryos. Major emphasis is on the vertebrates.
- BIOL 477 Senior Seminar** **2 hours**
 An introduction to the literature of the biological sciences, both research papers and review articles, and the basics of scientific writing. The emphasis is on skills useful to the student who is in the process of finishing the written portion of the senior project. When possible, the student will make an oral presentation of the senior project and complete a paper or review article for publication as part of the seminar.
- BIOL 480 Methods and Materials in Teaching Physical and Life Sciences** **4 hours**
 A study of the aims and methods of teaching the life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and to techniques of teaching. *Prerequisite: 16 hours in biology or permission of the instructor.*
- BIOL 487-488 Independent Study** **2 or 4 hours**
- BIOL 490 Senior Project** **2-8 hours**
 Starts the first semester of the junior year and is to be completed in the spring semester of the senior year.

Chemistry

Aims

To contribute to the student's general knowledge and understanding of the nature of the physical world and his or her understanding of the place of chemistry in industrial and business life; to provide experience in the scientific method of reasoning; and to provide students concentrating in this field with a thorough and practical education in chemistry which may be useful in industrial, technical, and graduate work.

Requirements for Major

All students majoring in Chemistry are required to complete the following core courses: CHEM 101, 102, 211, 212, 324, 325, 490; PHYS 201, 202; MATH 201, 202.

In addition each student must complete one of the following tracks.

Professional Chemistry Track: CHEM 320 or 322, 326, 404; four hours of electives in Chemistry; CPSC 142; PHYS 221, 222, 300; MATH 203, 341. Additional advanced courses in Mathematics are recommended.

Biochemistry Track: CHEM 320 or 322, 351, 352; BIOL 290, 343. At least eight hours from the following courses are recommended: BIOL 100, 308, 338, 440, 442; CPSC 142; MATH 281.

The program of study is consistent with standards of the American Chemical Society.

Entering freshmen interested in chemistry should select CHEM 101 and a mathematics course at the appropriate level. Programs for subsequent semesters must be decided in conference with the faculty advisors for chemistry. Students with Advanced Placement (AP) in chemistry from high school should consult immediately with a faculty member in Chemistry for placement in a course at the appropriate level.

Students who plan to do graduate work in chemistry should develop a reading knowledge of chemical German, French, or Russian. Additional courses in mathematics are also strongly recommended. All courses in chemistry as well as the indicated courses in mathematics and physics must be taken for a letter grade.

Requirements for Minor

CHEM 101, 102, 211, 212, 320 or 322, 324. (*MATH 201 and 202 and CHEM 212 are prerequisites for CHEM 320 and 322.*)

Requirements for Teaching Certification

Only Chemistry majors who have completed the following courses will be recommended for state certification to teach Chemistry in secondary school: CHEM 101, 102, 211, 212, 320 or 322, 326, 351, 404, 414; PHYS 201, 202; GENS 480; the courses in the professional education sequence described on p. 96 of this **Bulletin**. *GENS 480 is prerequisite to student teaching.*

Courses

CHEM 100 Consumer Chemistry

4 hours

A course emphasizing an understanding of chemical concepts relevant to our everyday lives. Students completing the course should be able to analyze and discuss magazine and newspaper articles dealing with the subjects related to chemistry. *This course is designed for non-science students.* (May be taken for credit as GENS 100.)

CHEM 101 General Chemistry I

4 hours

A study of theoretical and descriptive inorganic chemistry. The laboratories provide students with experience in basic laboratory manipulations, problem solving, and testing of hypotheses. (Three lectures and three hours of lab per week.) *Prerequisites: Two units of high school algebra or concurrent enrollment in MATH 103.*

CHEM 102 General Chemistry II

4 hours

A continuation of the lecture portion of CHEM 101. Study of solubility and acid-base phenomena in aqueous systems with appropriate lab work. *Prerequisite: CHEM 101.*

CHEM 176 Introduction to Science Seminar

1 hour

This course is a discussion of topics of current interest in science and mathematics. Students learn how to prepare to hear an expert discuss research, how to find pertinent references in scientific literature, and how to ask questions. The course meets once each week, and students are required to attend presentations in the sciences on campus made by outside speakers.

CHEM 211-212 Organic Chemistry I and II

4 hours each

An introduction to the study of the organic compounds of carbon, both aliphatic and aromatic, involving a considerable amount of the electronic mechanisms of organic reactions. Lab work consists largely of organic preparations. (Three lectures and three hours of lab per week.) *Prerequisites: CHEM 101, 102.*

CHEM 276 Seminar and Literature Search

1 hour

This course provides instruction in systematic approaches to searching scientific literature. Electronic and "on line" methods are studied, as well as traditional ones. Students are required to participate in seminars conducted by experts from off-campus. The course meets once each week.

CHEM 311 Bonding and Symmetry in Organic Chemistry

2 hours

An introduction to group theory and simple molecular orbital calculations as they apply to organic chemistry and to the spectra of organic compounds. Emphasis is placed on problem solving and structural determinations from spectroscopic data. *Prerequisite: CHEM 322 or permission of the instructor.*

CHEM 320 Physical Chemistry for the Life Sciences

4 hours

An introduction to the nature of thermodynamics including equilibrium processes. Applications of physical concepts to systems of biological interest are emphasized. A study of the rate processes in the liquid phase is included. (May be taken for credit as BIOL 320.) *Prerequisite: CHEM 212 and MATH 202 or permission of the instructor.*

CHEM 322 Physical Chemistry I

4 hours

An introduction to the concepts of classical thermodynamics with special emphasis on the concepts of enthalpy, entropy, and free energy. A study in chemical kinetics, especially in the liquid phase. *Prerequisites: CHEM 102, MATH 202.*

CHEM 324 Analytical Chemistry

4 hours

The study of principles of acid-base, oxidation-reduction, and solubility phenomena associated with solutions. Classical and modern applications of these principles to the analysis of unknowns will be performed in the laboratory. *Prerequisite: CHEM 102.*

CHEM 325 Chemical Instrumentation

2 hours

The theory and practice of selected methods in chemical instrumentation. Special emphasis is placed on those methods not covered in other courses and on methods helpful for completion of Senior Projects.

CHEM 326 Physical Chemistry II

4 hours

A study in the different energy states of atoms and molecules, statistical principles governing the distribution of particles within these states, and the transitions between states. Introduction to transport processes, and surface and interface problems. *Prerequisites: CHEM 212, MATH 202.*

CHEM 351 Molecular Biology and Biochemistry I 4 hours

An introduction to the structural organization and chemical composition of cells and to fundamental chemical processes carried on inside organelles. Included are enzymatic action, transport across biological membranes, and basic metabolic pathways as they relate to cell structure. The laboratory focuses on current techniques for the isolation and analysis of basic biomolecules and on some practical applications of enzymology. (May be taken for credit as BIOL 351.) *Prerequisites: CHEM 211-212.*

CHEM 352 Molecular Biology and Biochemistry II 4 hours

An introduction to the biosynthesis of biomolecules, gene expression and control, and recombinant DNA technology. The laboratory focuses on current techniques for probing biochemical reactions and for isolating and engineering DNA. (May be taken for credit as BIOL 352.) *Prerequisite: BIOL 351 or CHEM 351.*

CHEM 376 Preparing Research Proposals 1 hour

This course provides instruction in developing proposals for scientific research. Students select topics by reading and defending short research papers from the published literature or by further investigating a topic presented by a speaker from off-campus. One proposal may be related to an internship. Proposals are presented and defended orally. The course meets once each week.

CHEM 404 Advanced Inorganic Chemistry 4 hours

A systematic discussion of the important phenomena of modern inorganic chemistry to include bonding and structure, kinetics, thermodynamics, acid-base theories and physical methods. Transition metal and organometallic chemistry are examined along with the chemistry of selected representative elements. (Three lectures and three hours of lab per week.) *Prerequisite: CHEM 326.*

CHEM 411 Physical Organic Chemistry 2 hours

A study of the theories and techniques relating structure and properties of organic compounds. *Prerequisites: CHEM 212, CHEM 322 or permission of the instructor.*

CHEM 414 Advanced Organic Chemistry 2 hours

A study of selected advanced topics in organic chemistry including reaction mechanisms. Lab is introduced, where appropriate, and stresses the use of instrumentation. *Prerequisites: CHEM 212, CHEM 322 or permission of the instructor.*

CHEM 430-434 Special Topics 2 hours each

A series of courses devoted to the consideration of advanced topics and areas of special interest.

CHEM 430 Analytical Chemistry

CHEM 431 Inorganic Chemistry

CHEM 432 Organic Chemistry

CHEM 433 Physical Chemistry

CHEM 434 Biochemistry

CHEM 475 Polymer Science 4 hours

A study of the methods of synthesizing, isolating, and characterizing polymers. The course includes the study of organic, inorganic, and biological polymers. Laboratory involves the characterization of electrical, optical, thermal, molecular, and mechanical properties. *Prerequisites: CHEM 212, CHEM 320 or 322, or permission of the instructor.*

CHEM 476 Seminar and Project Report 1 hour

This course provides the opportunity for students to present a preliminary oral report on the senior project and an oral report on the summer internship. The course meets once each week, and students are required to participate in seminars conducted by experts from off-campus.

CHEM 477-478 Seminar in Chemistry 2 hours

Presentation of current research topics by students, faculty, and visiting lecturers.

CHEM 480 Methods and Materials in Teaching Physical & Life Sciences 4 hours

A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. (May be taken for credit as EDUC 480.) *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

CHEM 490 Senior Project**2-8 hours**

During the junior year the chemistry major is introduced to the methods of employing the chemical literature, selects a topic for advanced investigation, and makes a literature search of background material as a basis for an in-depth study in this area. There is one class meeting each week for both semesters. Following this preliminary work, an investigation of a significant topic in chemistry is made by each senior under the direction of a faculty member in the department. This work culminates in a written and oral report at the end of the senior year. *Fee.* \$20.

Communication

Aims

To provide all students with the opportunity to gain an understanding of the principles, processes, and practices of human communication through a series of foundational courses. These courses are designed to assist in the preparation for careers in law, teaching, business, and other related fields.

To prepare students for careers in a broad range of communication or media areas, particularly advertising, broadcasting, graphic design, print journalism, and public relations. Courses emphasize relevant skills and organizational structures and their effects on individuals, groups, and cultures. Essential to the teaching and learning process is the development of an understanding of ethical and legal responsibilities.

Requirements for Major

All majors in the department are required to complete the following courses: COMM 101, 102, 103, 104, 201, 304, 306, 314, 403, 420, and 490. In addition all majors must complete PHIL 124, take 12 hours of language or literature courses offered by the English Department, and achieve a proficiency in a foreign language at the 230 level as confirmed by the Department of Foreign Languages.

All majors must also complete one of the following Specialization Tracks:

Advertising: COMM 203, 383, 393, 407

Broadcasting: COMM 261, 271, 310

Graphics: COMM 205, 207, 315, 408

Print: COMM 202, 309, 404, 409

Public Relations: COMM 202, 204, 321, 405

Requirements for Minor

COMM 101, 102, 103, 104 and six hours from COMM 201, 203, 204, 205, 206, 207, 261, 271, 303, 304, 314, 340 to 345, 403.

Courses

COMM 101 Introduction to Mass Communication**4 hours**

The history and theory of mass communication, the newspapers, magazines, radio, television, books, movies, and adjunct agencies in modern society, and their effects on audiences.

COMM 102 Human Communication**4 hours**

This course is a basic introduction to the role of communication in human relationships. It acquaints students with the basic terms and models associated with human communication. Principles and processes related to self-concept, perception, values and needs, listening, language, and nonverbal communication are addressed. The course examines how the principles can be applied to specific aspects of human relationships such as developing trust, defining roles, and dealing with conflict.

COMM 103 Information Gathering**2 hours**

This course provides students with the insights, suggestions, and practical techniques needed to gather and understand information in today's society. Students learn how to conduct searches for various types of information, how to evaluate a variety of sources, how to take effective notes, how to prepare and conduct interviews, and how to convey the meaning of verbal and written forms appropriately. Time-management and organizational skills are studied.

COMM 104 Visual Communication**2 hours**

This course develops understanding of the aesthetic, ethical, and creative principles inherent in visual communication. Films, animation, TV productions, printed and computer graphics, and photography are the sources for the analysis of perception and meaning in the visual image.

COMM 201 Media Writing**4 hours**

An intensive course in the study and practice of writing for the various media, including print, electronic, public relations, graphic design, and advertising. Students explore the ethical and legal concerns of media writing, learn basic writing, editing, and copy formats, learn how to select and structure copy, develop information-gathering skills, and examine contemporary issues and concerns facing the media. *Prerequisite: COMM 103.*

COMM 202 Copy Editing**2 hours**

The course focuses on the principles and practice of editing for publications. Emphasis is on editing for correct grammar, punctuation, and style. Students also learn the basics of proofreading, headline writing, and caption writing. *Prerequisite: COMM 201.*

COMM 203 Principles of Advertising**4 hours**

A study of advertising history, principles, processes, rules, and effects. Also included is an overview of advertising's place in integrated marketing communication and the analysis of advertising agency structures, tasks, and responsibilities. Emphasis is on media planning and buying, promotions, regulatory aspects, and copywriting for the print and broadcast media.

COMM 204 Principles of Public Relations**4 hours**

This course provides students with a practical understanding of public relations and the role it plays in everyday society. Students are introduced to various types of public relations opportunities, including travel, entertainment, sports, health care, education, business and industry, and non-profit organizations and how public relations support these areas. The course centers on public relations as organizations and how public relations supports these areas. The course centers on public relations as a process involving fact-finding and research, planning and programming, communication and action, and evaluation. It considers the important role of the audience and the skills needed in the field. Included are examinations of public relations case studies with group interaction and problem-solving.

COMM 205 Principles of Graphic Design**4 hours**

This course introduces basic graphic design principles and their applications. Visual perception, visual illusion, and communication impact are explored through examples and practical exercises. A range of basic graphic design techniques are introduced.

COMM 206 Public Speaking**4 hours**

An introduction to the dynamics of communication, including levels of interaction between speaker and listener, developing the use of voice and non-verbal signals, understanding oral style in language, and logical argument in public speaking. Focus is on the design and delivery of short speeches and on critical listening. (May be taken for credit as FINA 206.)

COMM 207 Lettering and Layout**2 hours**

An introduction to calligraphy, typography, letter forms, and layout, with emphasis on design, legibility and creative practice. *Prerequisite: COMM 205.*

- COMM 208 Communication Through Popular Music** **2 hours**
A study of popular music as a communication vehicle. The processes of selection and factors of influence are examined and discussed. Students study how the personal voice is used in music as a common language. The effects of new technology (such as music video) on musical taste and the effects of popular music on society are considered. (Offered only during January Term.)
- COMM 261 Audio Production and Performance** **4 hours**
A study of basic audio production and performance techniques for radio. Included is laboratory experience in the WVBC radio studios. *Prerequisite: COMM 103.*
- COMM 271 Video Production and Performance** **4 hours**
This course emphasizes lecture and laboratory experiences in field camera and audio, videotape editing, and performance and introduces lighting, studio operations, special effects, and TV graphics. *Prerequisite: COMM 103.*
- COMM 303 Organizational Communication** **4 hours**
An examination of the principles of communication in an information society, especially in the context of business, service, and media organizations. Major organizational theories are explored from a communication perspective and linked to the roles played by and the skills needed by individuals within organizations. Examples are drawn mainly from media organizations, but the principles are applicable to all types of organizations and individuals.
- COMM 304 Law of Mass Communications** **2 hours**
A study of the law as it pertains to the mass media. Specific topics studied include the first amendment, libel and slander, privacy, and prior restraint.
- COMM 305 Feature Writing** **2 hours**
This course encourages excellence in journalism writing by examining award-winning writing, writing newspaper and magazine features, and critiquing articles.
- COMM 306 Communication Research Methods** **2 hours**
This course develops enhanced understanding of research related to the communication field. Experimental, survey, qualitative, quantitative content analysis, rhetorical, and longitudinal research methods are studied and the means by which these methods can be applied to specific areas of professional interest is examined. The introduction, literature review, rationale and methods sections of each student's senior project is considered and prepared. *Open to Juniors only.*
- COMM 307 Computer Graphics and Applied Design** **4 hours**
An examination of practical applications of graphics and communication design techniques as related to the computer and other technological aids.
- COMM 309 Newspaper Reporting** **4 hours**
This is a practical course designed to sharpen students' skills in writing print news. Emphasis is on the development and use of news sources and various reporting techniques. *Prerequisite: COMM 202.*
- COMM 310 Broadcast News** **4 hours**
A lecture-laboratory course focusing on the complexities of gathering news for the electronic media. Emphasis is on the use of technology and its effects on news content and story organization. Field trips to local stations and guest speakers from the media are included. Students are required to gather and report news using the technology associated with radio, television, and cable. *Prerequisite: COMM 201.*
- COMM 312 Publications Design** **2 hours**
This course examines the principles of publications design. Students learn approaches to design, how to coordinate art and typography with content, production techniques, and various publication formats. Publications are examined, including newspapers, magazines, newsletters, brochures, and books.
- COMM 314 Public Opinion** **2 hours**
This course explores the complexity of issues of concern to individuals or groups which influence our daily lives and how information sources, styles, and channels help formulate public opinion on those issues. The influence of mass media and social relationship, and how opinions change are also explored.

- COMM 315 Design Application** **2 hours**
 This course emphasizes problem-solving experiences as related to visual communication. The mechanics and psychology of two-dimensional and three-dimensional design are explored as a foundation for graphic design. *Prerequisite: COMM 207.*
- COMM 321 Public Relations Strategies and Tactics** **4 hours**
 This course examines the planning and programming stage of the public relations process. Students learn to understand and develop the strategies and tactics for effective public relations campaigns. Special emphasis is on writing styles used by professionals. *Prerequisite: COMM 202, 204.*
- COMM 340-345 Special Topics**
- COMM 344 Sports Information Directing** **2 hours**
 This course examines the multi-faceted activities and qualities of sports information directing, also known as sports public relations. Areas covered include image building, determining sports news, understanding various sports and the terminology used in writing sports copy, developing relationships with the media, using statistics in sports writing, understanding the importance of photography, and designing and writing sports media guides.
- COMM 383 Advertising Creativity** **4 hours**
 The principles and practices of creating advertising for print and electronic media. *Prerequisite: COMM 203.*
- COMM 390 Campus Media Management** **1 hour**
 This course assists the student working as a manager for a campus media organization to develop leadership skills under the supervision of the medium's faculty advisor. Open only to managers of the campus media as determined by faculty advisors. May be repeated once in the same organization. Maximum of four credits total. (Letter grades for Communication majors; CR/NCR for others.) *Prerequisite: Permission of the instructor.*
- COMM 393 Advertising Campaign Planning** **2 hours**
 The course focuses on preparing for a major advertising campaign based upon a competitive advertising agency model. Students engage in limited primary and considerable secondary research. Included are instruction on media planning and buying, development of an integrated marketing communication plan and situation analysis for the client, and initial preparation of a plans book. *Prerequisite: COMM 383.*
- COMM 403 International Communication** **2 hours**
 A comparative study of media systems including theory and practices in print and electronic media and advertising, public relations, and journalism education in Europe, Asia, Latin America, the Middle East, and Africa.
- COMM 404 Advanced Newspaper Reporting** **2 hours**
 A real life reporting experience course. Emphasis is on the application of reporting skills to a variety of situations and topics. Students are required to write several types of reports including those related to business, education, science and technology, environment, and sports. *Prerequisite: COMM 309.*
- COMM 405 Public Relations Campaigns** **2 hours**
 This course emphasizes the handling of an organization's public relations. Students implement a public relations program using the four-step process of fact-finding and research, planning and programming, communication, and action and evaluation. Emphasis is on analyzing the public relations situation, coordinating and implementing research tools, developing the various strategies and tactics needed, and working as a group with peers. *Prerequisite: COMM 321.*
- COMM 407 Advertising Campaign Practice** **2 hours**
 This is a practical course emphasizing interpreting research data and implementing an integrated marketing communication plan. It includes the completion of media planning and buying and the entire plans book for the client, creative campaign execution, and presentation of the campaign to the client in written and audio-video form. *Prerequisite: COMM 393.*
- COMM 408 Graphic Design Practice** **4 hours**
 A study of professional procedures, structures, communication functions, and processes as applied to areas of graphic design. *Prerequisites: COMM 207, 315.*

COMM 409 Publications Photography **4 hours**
An introduction to the knowledge, skills, and techniques needed to produce quality black-and-white photographs for publication. The course covers both visual communication techniques and basic design and aesthetic concepts. Emphasis is on learning to meet specific news and other publications' photographic requirements effectively. (Two lectures and one two-hour lab per week. Lab fee will be charged.) *Prerequisite: Permission of instructor.*

COMM 410 Desktop Publishing **2 hours**
This course provides students with the practical experience of learning and using the Aldus PageMaker program on Macintosh computers. Students develop and produce various publications integrating text, art, and other graphic elements using layout and design software.

COMM 420 Professional Internship **2 hours**
This course is a professionally supervised experience with an off-campus media organization or a communications agency. Assignments allow for application of classroom materials and campus media experiences and are similar to those experienced by new communication professionals. (Minimum of 160 hours required. Generally taken as a senior.) *Prerequisites: Three on-campus media experiences and a professional observation. Details about prerequisites available from the Department of Communication.*

COMM 487-488 Independent Study **2 or 4 hours**

COMM 490 Senior Project **2-8 hours**

Developmental Studies

Developmental Studies is a grouping of courses designed to provide academic assistance to students who need it. Each course is graded on a credit/no credit basis. Students who complete one of these courses successfully receive 2 credit-hours toward graduation.

Students may take as many of the courses as needed, but of the 128 semester hours credit required for a Bethany College degree, no more than 4 credit-hours may be earned in Developmental Studies courses.

DVST 100 Reading **2 hours**
A course designed to assist students in developing reading strategies for the various content areas and disciplines of college. In addition to improving comprehension skills, emphasis is on vocabulary development, study skills, and test-taking strategies related to reading. The Special Advising Program section uses the Strategies Intervention Model and Learning Strategies Curriculum. (CR/NCR only.) *Permission of the instructor for Special Advising section.*

DVST 105 Mathematics **2 hours**
A course providing developmental mathematics instruction for the college student who wishes to improve abilities in mathematics. Emphasis is placed upon conceptual understanding of basic mathematics with corresponding computational skill development. (CR/NCR only.)

DVST 110 Writing **2 hours**
A course providing instruction and practice in basic composition for freshmen. Emphasis is placed on organization, mechanics, and clarity. The Special Advising Program uses the Strategies Intervention Model and the Learning Strategies Curriculum. (CR/NCR only.) *Permission of the instructor.*

DVST 115 Strategies for College Success **2 hours**
A course providing general skills for success on the college level. Emphasis is placed on both the attitudes and behaviors which enable students to be successful on the college level. Topics covered include goal setting, taking responsibility for being successful, effective communication, healthy lifestyle, time management, test-taking, increasing memory, note-taking, and textbook reading. A section is offered for incoming Freshmen during the fall semester. Other students may take the course either beginning one week before the start of the fall semester or during a special

section in January. The Special Advising Program offers a section beginning the week prior to the official first day of classes. All Special Advising classes require permission of the instructor. (CR/NCR only.) *Additional fee required.*

DVST 120 Acculturation for College Success

1 hour

An introduction to the American college experience for international students. Emphasis is on orienting students to American culture and to the Bethany campus, academic program, student services, and social life. May not be repeated for credit. (Activity course: CR/NCR only. Required of all entering foreign students.)

Economics & Business

Aims

The Department of Economics and Business offers two majors: Economics and Accounting. Both majors are based in the liberal arts and emphasize the application of techniques drawn from economics and mathematics to business problem solving. The department's courses cultivate the ability to apply knowledge and to develop proficiency in the use of analytical tools for making decisions in business, government, and society. The majors and courses serve as preparation for work in business, government, law, public service, and graduate study.

Requirements for Major

All majors in the department are required to complete the following courses: ECON 200, 301, 302; either ACCT/ECON 210 or 220; and MATH 201, 281, 282. Students considering majoring in the department should complete all of the 200-level courses listed above by the end of their sophomore year.

Economics

In addition to the courses required of all departmental majors, students majoring in Economics are required to complete one of three tracks.

Managerial Economics: ECON 280, 290, 312, 350, 477; ACCT 211, 212, and a Senior Project in Economics. Students choosing the Managerial Economics track are limited to 12 hours in Accounting beyond the required courses (ACCT 211, and 212).

International Economics: ECON 260, 270, 360, 477; POLS 243, 351 or 352; and a Senior Project in Economics.

Financial Economics: ECON 312, either 316 or 325, 477; ACCT 211, 212; and a Senior Project in Economics. In addition students are recommended to choose electives from ECON 125, 316 or 325, 371, 381-385. Students choosing the Financial Economics track are limited to 12 hours in Accounting beyond the required courses (ACCT 211 and 212.)

Accounting

In addition to the courses required of all departmental majors, students majoring in Accounting are required to complete ACCT 211, 212, 312, 313, 314, 425, 435, 461, 478, and a Senior Project in Accounting. Students with a major in Accounting are limited to 12 hours in Economics beyond the required courses (ECON 200, 301, and 302).

Requirements for Minors

Economics: ECON 200, 301, 302; MATH 201.

Accounting: ACCT/ECON 210 or 220; ACCT 211, 212, 425; MATH 281, 282.

Management: ECON 200, 280; ACCT/ECON 210 or 220; ACCT 211; MATH 231, 281, 282; PSYC or ECON 287.

Economics & Business Courses

ECON 103-104 Students in Free Enterprise

1 hour

An activity course for students participating in the Bethany chapter of Students in Free Enterprise (SIFE). SIFE participants engage in a variety of programs designed to increase public awareness of economic issues. Selected students from the organization participate in regional competition. May be repeated for credit. (Activity course: CR/NCR only.)

ECON 111 Introduction to Economics and Business

2 hours

An introduction to the department's programs. The course explores the development of economic analysis, the institutions of capitalism and their relationships to other social institutions, and the structure, procedures, and objectives of the contemporary American business community. *Recommended for all first semester students in the department. Not recommended for students who have previously taken other courses in the department.*

ECON 115 Contemporary Economic Problems and Issues

2 hours

A study of contemporary economic problems and social issues and how economists approach the study of these problems. Emphasis is given to consumer issues, management problems, human welfare, government regulations, resource allocation, and global conflicts. Students are encouraged to examine their values within the context of an economist's approach to these problems and issues. (Offered in alternate years.)

ECON 200 Principles of Economics

4 hours

An examination of the fundamental concepts, principles, and problems of modern economics. Alternative methods of settling economic questions are explored with special emphasis on the functioning of the market system. Topics covered include the institutions of capitalism, basic economic laws, rationing problems, income distribution, business structures, the labor movement, the role of government, national income accounting, business cycles, banking and monetary policy, Keynesian analysis and fiscal policy, and concepts of international trade.

ECON 210 Microcomputing in Economics and Business

1 hour

An introduction to spreadsheet analysis, statistics, data management, graphics, and word processing on MS-DOS microcomputers. May not be repeated for credit. (Activity course: CR/NCR only. May be taken for credit as ACCT 210.)

ECON 220 Microcomputer Applications in Economics

2 hours

An introduction to the use of microcomputers in economics. Students work with Lotus 1-2-3 and WordPerfect in a Macintosh environment. Particular emphasis is placed on the preparation of research reports which integrate spreadsheet and word processing elements.

ECON 260 Comparative Economic Development

2 hours

A study of the alternative paths to economic development modernization taken by England, the United States, France, Germany, and Russia. The course is organized around the historical time line of the emergence of market economics, the industrial revolution and its spread, and the late 19th and early 20th century problems of modern economic systems.

ECON 270 Comparative Economic Systems

2 hours

An examination of the post World War II performance of the industrialized economies. The course compares the relative economic performance of the market capitalist economies and the centrally planned socialist economies. Attention is focused on the recent developments in Eastern Europe. The course concludes with a brief survey of the less developed economies and their prospects for economic modernization.

ECON 280 Managerial Economics

4 hours

A study of profit-maximizing managerial decision-making with emphasis on the external environment of the firm. The course introduces students to quantitative techniques of decision-making. *Prerequisite: ECON 200.*

ECON 287 Organizations and Human Behavior **4 hours**

A study of specific aspects of organization culture such as motivation, conflict, power, and leadership. Exercises and simulations are emphasized which focus on improving the effectiveness of organizations by strengthening human processes. (May be taken for credit as PSYC 287.)

ECON 290 Principles of Marketing **4 hours**

An introduction to fundamental concepts that will help improve marketing decision making. The student is introduced to the language of marketing, as well as the concepts of marketing strategies, and pricing. *Prerequisite: ECON 200.*

ECON 301 Intermediate Price Theory **4 hours**

An intermediate level study of resource allocation, price determination, output determination, and income distribution at the micro level under various market conditions. Mathematical analysis and model building are used whenever appropriate. *Prerequisites: ECON 200; MATH 201, 281.*

ECON 302 Intermediate Macroeconomic Theory **4 hours**

A study of the determinants and the behavior of the national economy, including consideration of production, employment, and price levels. Mathematical analysis and model building are used whenever appropriate. *Prerequisite: ECON 200.*

ECON 312 Managerial Finance **4 hours**

An exploration of corporate organizations and the planning of financial requirements. The course includes an intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. (May be taken for credit as ACCT 312.) *Prerequisites: ACCT 211, 212, and either 210 or 220.*

ECON 316 Money, Banking, and Fiscal Policy **4 hours**

A study of the behavior of various money markets and the operation of commercial banks, the Federal Reserve System, and the Treasury Department, including an analysis of tax revenues, expenditures, and debt-financing. (Offered alternate years.) *Prerequisite: ACCT 212.*

ECON 325 Investment Management **4 hours**

A critical study of the various types of investment instruments and the relative merits of each. In addition, the course explores investment procedures, security analysis, security rating, portfolio theories, and portfolio analysis. (Offered alternate years.) *Prerequisites: ECON 200; ACCT 212; MATH 281.*

ECON 330 Business Law **4 hours**

An introduction to the nature and development of law with particular emphasis on the legal aspects of contracts and other business instruments as set forth in the Uniform Commercial Code. In addition, some of the legal aspects of partnerships and corporations are presented. (May be taken for credit as ACCT 330.)

ECON 340 Industrial Organization and Public Policy **4 hours**

A study of the structure, conduct, and performance of modern industry and the public policies designed to influence those aspects of modern industry. On each topic covered in the course, explicit comparisons are drawn between the modern American economy and the modern Japanese economy. *Prerequisite: ECON 200.*

ECON 341 Labor Problems **2 hours**

A general course in labor economics with an emphasis on trade unionism. Attention is paid to the history and objectives of organized labor, employment and wage theory, managerial labor practices, collective bargaining, current economic and political aspects of labor management, and labor law. (Offered alternate years.) *Prerequisite: ECON 200.*

ECON 350 Business Cycles and Forecasting **4 hours**

An exploration of economic fluctuations in the modern American economy against the backdrop of the alternative theories utilized to explain these fluctuations. Students in the course are exposed to the quantitative data which describes the cycles and the analytical techniques which are utilized to generate economic forecasts. *Prerequisites: ECON 200; MATH 281.*

ECON 360 International Trade **4 hours**

An examination of the principles of international trade and finance and their application to the modern world. Topics include exchange rates, theories of comparative advantage, economies of scale, tariffs, quotas, commercial policy, capital movements, reciprocal effect of changes in micro and macroeconomic policies, the role of international organizations, and aid to less developed countries. *Prerequisite: ECON 200.*

ECON 365 Open-Economy Macroeconomics**2 hours**

An examination of the macroeconomic implications of economic systems which are open to international trade. Emphasis is on building the fundamental macroeconomic model with international trade as an integral element. Students are also exposed to econometric techniques used to estimate variables important to international economics. *Prerequisite: Permission of instructor.*

ECON 371 International Exchange Markets**2 hours**

This course focuses on the international currency exchange markets discussing such topics as spot rates, forward rates, cross rates, interest rate parity, purchasing power parity, and the Fisher effect. Students are required to do regression analysis. (Offered alternate years.) *Prerequisites: ECON 200; ACCT. 211.*

ECON 380-385 Selected Topics in Financial Analysis**2 hours**

The advanced study of the technical tools, analysis, or concepts of various financial issues. (Offered alternate years.)

ECON 399 Problems in Business Administration**2 or 4 hours**

An exploration of selected management problems related to the total enterprise and emerging technostucture. The course also covers managerial and corporate strategy, utilization of resources, and the functional disciplines of management. *Prerequisite: ECON 200 and permission of the instructor.*

ECON 470 Internship in Management**4-8 hours**

An internship to provide students with an extensive off-campus learning experience in a management setting. The internship involves off-campus work and a substantive written project. Approval by the department of both the work experience and the academic project is required. The internship must be jointly supervised and evaluated by a member of the faculty and an approved off-campus mentor.

ECON 477 Senior Seminar**2 hours**

A capstone course integrating the student's background and previous courses in economics. Microeconomics, and econometrics are reviewed in terms of their historical development. *Prerequisite: Senior standing in Economics or permission of the instructor.*

ECON 487-488 Independent Study**2 or 4 hours****ECON 490 Senior Project****2 hours**

The Senior Project is open only to students majoring in Economics. Students will prepare and present a senior project. The topic for the senior project should be selected before the end of the junior year and must be approved by the head of the department.

Accounting Courses

ACCT 210 Microcomputing in Economics and Business**1 hour**

An introduction to spreadsheet analysis, statistics, data management, graphics, and word processing on MS-DOS microcomputers. May not be repeated for credit. (Activity course: CR/NCR only. May be taken for credit as ECON 210.)

ACCT 211 Principles of Accounting I**2 hours**

An introduction to the principles and procedures accountants use to process financial information and to present income statements and statements of financial position to external users of the organizations' financial information. Students study the accounting system's methods of collecting, analyzing, measuring, recording, processing, and finally presenting financial information.

ACCT 212 Principles of Accounting II**4 hours**

A continuation of the study of accounting principles and procedures begun in ACCT 211. *Prerequisite: ACCT 211.*

ACCT 220 Microcomputer Applications in Accounting**2 hours**

An introduction to the use of microcomputers in accounting. Students work with Lotus 1-2-3 and WordPerfect in a Macintosh environment. Particular emphasis is placed on the preparation of financial reports which integrate spreadsheet and word processing elements.

ACCT 312 Managerial Finance**4 hours**

An exploration of corporate organizations and the planning of financial requirements. The course includes an intensive study of cash flow, budgeting, capital decisions, internal financing, and corporate reorganization. (May be taken for credit as ECON 312.) *Prerequisites: ACCT 211, 212, and 220.*

- ACCT 313 Intermediate Accounting I** **4 hours**
 A presentation of the theoretical foundation of accounting concepts and principles. The course provides an extensive study of the accounting process with emphasis on accounting for cash and temporary investment, receivables, inventories, plant assets, and long-term investments. *Prerequisite: ACCT 212.*
- ACCT 314 Intermediate Accounting II** **4 hours**
 A continuation of ACCT 313 with emphasis on accounting for liabilities, notes, leases, pensions, and owner's equity. Attention is given to special problems in income determination, income taxes, earnings per share, and changing prices. The course concludes with financial statement analysis. *Prerequisite: ACCT 313.*
- ACCT 330 Business Law** **4 hours**
 An introduction to the nature and development of law with particular emphasis on the legal aspect of contracts and other business instruments as set forth in the Uniform Commercial Code. In addition some of the legal aspects of partnerships and corporations will be presented. (May be taken for credit as ECON 330.)
- ACCT 352 Accounting for Not-for-Profit Organizations** **4 hours**
 A study of accounting systems used to process the financial information of economic organizations not having profit as their primary goal. Students work on budget preparation and uses and the integration of budgets into the accounting model of assets equalling equities and debits equalling credits. (Offered alternate years.) *Prerequisite: ACCT 212.*
- ACCT 425 Cost Accumulation and Control** **4 hours**
 A study of cost accumulation systems, job order and process, cost controls, flexible budgets and standard costs, and cost, volume, profit relations. Together with the intermediate accounting sequence this course provides a solid foundation in accounting. *Prerequisites: ACCT 212 and either ACCT 314 or permission of the instructor.*
- ACCT 435 Advanced Accounting** **4 hours**
 An introduction to accounting concepts concerning partnership organization and liquidation, branch accounting, consolidated financial statements, bankruptcy and corporate reorganization, and financial reporting by multinational companies. *Prerequisite: ACCT 314.*
- ACCT 441 Federal Income Taxation of Individuals** **4 hours**
 A study of federal income tax law and implementing Treasury Department regulations and procedures governing federal taxation of individuals. Provides a general knowledge of federal individual income taxation rather than specific instructions in completing individual federal tax returns. *Prerequisite: ACCT 212 or permission of the instructor.*
- ACCT 461 Financial Auditing** **4 hours**
 An introduction to auditing principles and procedures as they are used to determine the fairness of an organization's financial statements. Studies generally accepted auditing standards, auditors' opinions, internal control, and ethical, legal, and professional responsibilities of auditors. *Prerequisites: ACCT 425 and ACCT 435.*
- ACCT 478 Senior Seminar** **2 hours**
 A capstone course integrating the student's background, experience, and previous curriculum in accounting. *May not be taken before the senior year.*
- ACCT 490 Senior Project** **2-8 hours**
 Open only to students with a major in Accounting. Students will prepare and present a senior project. *The topic for the senior project must be approved by the Head of the Department of Economics and Business.*

English

Aims

To help students develop and maintain the ability to write clear and effective English; to guide them toward an increased understanding and critical appreciation of their literary heritage; to help prepare them for graduate and professional study. In addition, the department provides programs that prepare students for certification as teachers of English and Language Arts.

Requirements for Major

All students are required to take the following courses in the department: ENGL 163 and 164 (English Education students must substitute ENGL 140); 325-326; 341-342; 477; 490.

In addition each student must complete one of the following tracks:

English: Required are twelve additional credit-hours in specialized and/or advanced courses offered by the English Department; INTD 251 and 252. Recommended is a minor related to the student's special interests or vocational plans.

English Education: Required are the following courses:

ENGL 210; FINA 220; EDUC or ENGL 289 or 290; EDUC 440; FORL or ENGL 371; ENGL 372; ENGL 375; EDUC or ENGL 480; EDUC or ENGL 483; one course selected from the following: INTD 251, INTD 252, ENGL 266, ENGL 268. To be recommended for certification, the student must also complete the courses in the Professional Education sequence described on p. 96 of this **Bulletin**. *The following English courses are prerequisite to student teaching: ENGL 375, 483, 480.*

A student majoring in English is expected to earn a minimum grade of C in all courses in the Department.

Students planning to attend graduate or professional schools should prepare to meet foreign language reading requirements.

Requirements for Minors

American Literature: four hours from ENGL 140, 150, 163, 164, 165; 341-342; eight additional credit-hours in English courses devoted to American writers with the following recommended: 257-258 and one 400-level seminar.

British Literature: four hours from ENGL 140, 150, 163, 164, 165; 325-326, eight additional credit-hours in English courses devoted to British writers with the following recommended: 261, 262, 271, 272, and one 400-level seminar.

Writing and Language: four hours from ENGL 140, 150, 163, 164, 165; 205; 209; 210; 371; 372; 375; a minimum of two additional credit-hours selected from the following: 211, 212, 233, 351, and 483.

Courses

ENGL 100 College Composition

4 hours

A basic course for training and practice in the process of writing effective essays from the prewriting stage through final revision and polishing. Emphasis is on audience and purpose, point of view, organization, and style. Formal assignments encourage students to write the types of essays they are likely to encounter in other college courses, including documented reports.

- ENGL 120 Expository Writing** **Non-credit**
 An intensive course for training and practice in writing essays. (Required of all students who have not met the writing proficiency requirement before the beginning of their seventh semester. Not open to others.)
- ENGL 125 Expository Writing Workshop** **2 hours**
 An intensive course for training and practice in writing clear and effective expository prose. After an initial diagnosis, an individual program is designed for each student. (Offered only during January Term as a substitute for ENGL 100 and an alternative to ENGL 120. May not be taken on a credit-no credit basis.)
- ENGL 140 Introduction to Literature** **4 hours**
 An introduction to the study of poetry, drama, and fiction. Emphasis is on the development of techniques for the analysis and evaluation of poetry, drama, and fiction and on the writing of literary essays.
- ENGL 150 Honors Freshman English** **2 hours**
 An introduction to the principles of critical reading and writing and to the analysis of literary texts. Intensive practice in expository and imaginative writing. A course for freshmen of superior ability and accomplishment. (Enrollment by invitation only.)
- ENGL 160 Introduction to Film** **4 hours**
 An introduction to the study of film as a technical artifact, an art object, a mirror of society, and a moral statement. Students view twelve classic films such as Chaplin's *City Lights*, Resnais's *Hiroshima Mon Amour*, Bergman's *Virgin Spring*, and Hitchcock's *Psycho*. Fee. \$15. (May be taken for credit as FINA 160.)
- ENGL 163 Introduction to Poetry** **2 hours**
 A study of poetic forms and techniques, with some consideration of the historical development of poetry in English. Emphasis is on developing the student's ability to read, understand, and evaluate poems.
- ENGL 164 Introduction to Fiction** **2 hours**
 A study of form and technique in fiction, with special emphasis on narrative strategy and story telling techniques. Emphasis on developing the student's ability to read, understand, and evaluate stories and novels.
- ENGL 165 Introduction to Drama** **2 hours**
 A study of the elements of drama, dramatic forms and types, and the impact of theatrical performance on drama as a literary art. Emphasis is on developing the student's ability to read, understand, and evaluate plays. (May be taken for credit as FINA 165.)
- ENGL 205 Writing for Business and Industry** **2 hours**
 An introduction to writing formal and informal reports, summaries, business letters, job descriptions, applications, and resumes. Each student completes approximately 10 writing assignments. *Prerequisite: ENGL 100 or demonstrated competence in expository writing.*
- ENGL 209 Technical Writing** **4 hours**
 A workshop for training and practice in the written communication of specialized information to audiences with varying levels of knowledge. Emphasis is on the analysis of audiences and purposes, the selection and organization of information, the creation of informative graphics, and the manipulation of conventional formats to develop concise and effective instruction sets, descriptive analyses, abstracts, occurrence reports, literature reviews, feasibility studies, proposals, investigative reports, and other types of writing usually required of professionals. Students make use of the College's computer facilities for word processing and for generating graphs, charts, and lists.
- ENGL 210 Creative Writing** **2 hours**
 An intensive workshop for training and practice in the creative aspects of expository and imaginative writing. Students write essays, sketches, short fiction, poems, and dramatic scenes. (Required for students preparing to teach secondary school English. Enrollment limited to 15 students with preference given to juniors and seniors.) *Prerequisite: ENGL 100 or the equivalent.*
- ENGL 211 Poetry Writing Workshop** **2 hours**
 An intensive workshop for training and practice in the writing of poetry. Limited enrollment. *Prerequisite: ENGL 100 or permission of the instructor.*

- ENGL 212 Fiction Writing Workshop** **2 hours**
An intensive workshop for training and practice in the writing of fiction. Limited enrollment. *Prerequisite: ENGL 100 or permission of the instructor.*
- ENGL 233 Advanced Essay Writing** **2 hours**
An examination of and intensive practice in writing expository prose with emphasis upon the achievement of literary excellence. (Enrollment limited to 15 students with preference given to juniors and seniors.) *Prerequisite: ENGL 100 or the equivalent.*
- ENGL 241-242 Contemporary American Short Story I and II** **2 hours each**
A study of the American short story in the last twenty-five years. Each course focuses on the works of five or six of the leading writers of short stories. (Offered only during January Term.)
- ENGL 257-258 Contemporary American Novel I and II** **2 hours each**
A study of the American novel since World War II. Emphasis is on the examination of works embodying themes, ideas, and techniques characteristic of the novel in the United States during the last half of the twentieth century.
- ENGL 261-262 British Novel I and II** **2 hours each**
A study of the development of the British novel from the 18th century to the present. 261: Defoe through Dickens. 262: Hardy to the present.
- ENGL 266 Masterpieces of Western Literature** **4 hours**
A study of major works from the Middle Ages through the nineteenth century. Such works as the following will be considered: Dante's *Divine Comedy*, Rabelais' *Gargantua and Pantagruel*, Cervantes' *Don Quixote*, Swift's *Gulliver's Travels*, Goethe's *Faust*, and Tolstoy's *Anna Karenina*.
- ENGL 268 Modern World Literature** **4 hours**
A study of the work of writers representing the diverse cultural traditions of the modern world. In addition to the works representing the western tradition, works will be studied representing such traditions as the Eastern European, the Middle Eastern, the African, the Latin American, and the Oriental.
- ENGL 271-272 Shakespeare I and II** **4 hours each**
A rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as FINA 271-272.)
- ENGL 280-288 Colloquium in Literature** **2 or 4 hours each**
A series of courses for the discussion of special topics in literature. (Enrollment in each course limited to 20 students.)
- ENGL 280 Women and Literature: Poetry** **2 hours**
A study of poetry by and about women. Emphasis is on works which examine women and adolescence, marriage, vocation, and old age and on literary responses to the role of sister, friend, wife, lover, daughter, and mother. Special emphasis is on the role of reading and writing poetry in women's lives.
- ENGL 281 Women and Literature: Fiction** **2 hours**
A study of fiction by and about women. Fictional representations of women in adolescence, marriage, vocation, and old age will be studied, as well as literary responses to the roles of sister, friend, wife, daughter, and mother. Special emphasis will be placed on the role of reading fiction in women's lives.
- ENGL 282 Women and Literature: Non-Fiction** **2 hours**
A study of non-fiction by and about women. Modes and genres to be represented include essays, memoirs, interviews, letters, and journals. Emphasis will be placed on works which examine women in adolescence, marriage, vocation, and old age, as well as the struggle of women to understand themselves as sisters, friends, wives, daughters, and mothers. Special emphasis will be placed on the role of writing in women's lives.
- ENGL 287 The Fiction of Southern Women** **2 hours**
An analysis and evaluation of novels and short stories written by women authors from the southern United States, from Kate Chopin to Alice Walker. Emphasis is on both the literary and social aspects of the works studied.

ENGL 288 Sports in Literature**2 hours**

A study of fiction, poetry, and autobiographical sketches which focus on sports and athletes. Emphasis is on the study of the works as literature and on the ways in which sports may be used as a means of presenting significant issues. (Offered only during January Term.)

ENGL 289 Children's Literature**2 hours**

An examination of literature for children, including consideration of background and history, current works, skills for critical analysis, and approaches to using literature. Students enrolled in the course work with children. (May also be taken for credit as EDUC 289.)

ENGL 290 Literature and Adolescence**2 hours**

The examination of important works about or of special interest to young people of junior high school through high school age. Techniques of presenting the works are considered. Readings are primarily in short stories and novels. (May also be taken for credit as EDUC 290.)

ENGL 297 Film and Society: Spike Lee and Oliver Stone**2 hours**

A study of selected films by Spike Lee and Oliver Stone with special emphasis on film as an aesthetic strategy for exposing and de-centering established relationships in American society. (May be taken for credit as FINA 297. Offered only in January Term.)

ENGL 298 Cinema, Rebellion, and Culture**2 hours**

A study of modern cinematic transformations of the rebel-hero from "Rebel Without a Cause" to "Thelma and Louise." Special emphasis is placed on aesthetic strategies used to locate viewers in de-centered counter-cultural subject fields. Attention is given to the ironic character of cinema as locus for vicarious rebellion and cinema as an agent of mass culture. (May be taken for credit as FINA 298. Offered only in January Term.)

ENGL 325-326 British Literature I and II**4 hours each**

An analysis of the development of British literature from the beginning through the Victorian Period. First semester: from *Beowulf* through Milton. Second semester: from the Restoration to the present.

ENGL 341-342 American Literature I and II**4 hours each**

An examination of the development of American literature from the Colonial Period to the present with emphasis upon the writers of the 19th and 20th centuries.

ENGL 351 Literary Criticism**4 hours**

A study of the history of literary criticism, literary theory, and applied approaches to literary criticism. Special emphasis is on the preparation of essays which apply various theories and demonstrate various critical points of view.

ENGL 371 Introduction to Linguistics**2 hours**

A study of basic concepts and terminology of linguistics. (May be taken for credit as FORL 371.)

ENGL 372 Development of Modern English**2 hours**

An introduction to the history of the English Language from its Anglo-Saxon beginnings to the present. *Prerequisite: ENGL 371 or FORL 371.*

ENGL 375 English Grammar**2 hours**

The description and analysis of the grammar of the English language. Various grammatical systems are considered, such as the traditional, the structural, and the transformational-generative.

ENGL 440-449 Seminar in British Literature**2 or 4 hours each**

The advanced study of an author, period, movement, or tradition in British literature. (Enrollment in each course limited to 12 students. Topics change regularly.) *Prerequisite: previous study of the period, movement, or tradition in a survey course.*

ENGL 441 Twentieth Century British Writers**4 hours**

A study of works by major British writers of the twentieth century. Among the writers discussed are Joyce, Eliot, Yeats, Woolf, Lessing, Beckett, and Pinter.

ENGL 442 Renaissance Literature and Christian Epic**4 hours**

A study of the development of Christian epic from Tasso to Spenser and Milton. Emphasis on the use of allegory and the structure of the heroic poem. *Prerequisite: ENGL 325; INTD 252.*

ENGL 445 Victorian Writers**4 hours**

The investigation of major poems by Tennyson (*In Memoriam* and *Idylls of the King*) and Browning (*The Ring and the Book*), poems and criticism by Matthew Arnold, and novels by Dickens, Thackeray, and George Eliot.

ENGL 449 British Romanticism**4 hours**

A study of major British authors of the Romantic Period and the influences upon them. The course is an investigation of imaginative works of various genres and of biographical and philosophical works of the period. Emphasis is on writers such as Blake, Mary and Percy Bysshe Shelley, William and Dorothy Wordsworth, Coleridge, Byron, and Keats.

ENGL 450-459 Seminar in American Literature**2 or 4 hours each**

The advanced study of an author, period, movement, or tradition in American literature. (Enrollment in each course limited to 12 students. Topics change regularly.) *Prerequisite: previous study of the period, movement, or tradition in a survey course.*

ENGL 450 Recent American Literature**4 hours**

A study of American poetry, drama, and fiction since World War II. Emphasis is on the analysis of works representing the various ideas, techniques, styles, and movements characterizing the writing of the last forty-five years.

ENGL 451 Short Fiction in the Romantic Period**2 hours**

A study of tales, fictional sketches, short stories, and novellas written in the United States from the early nineteenth century to the Civil War. Emphasis is on the development of short fiction during the period and on the analysis and evaluation of particular works. Writings by such authors as Poe, Irving, Hawthorne, and Melville are considered.

ENGL 452 African-American Fiction**4 hours**

A study of African-American narrative fiction from slavery to the present. Emphasis is on the relationship of African-American culture to the fiction produced by its writers.

ENGL 455 Modern American Drama**4 hours**

An analysis and evaluation of literary and dramatic aspects of plays by American writers from 1920 to 1960. Emphasis is on playwrights and plays important to the development of the modern American dramatic tradition and on plays of literary merit which remain theatrically viable. Among the works studied are plays by Eugene O'Neill, Clifford Odets, Lillian Hellman, William Saroyan, Clare Boothe (Luce), Thornton Wilder, Maxwell Anderson, Tennessee Williams, and Arthur Miller. Whenever possible, viewings of recorded productions or adaptations for film will supplement readings.

ENGL 457 Hawthorne, James, and Faulkner**4 hours**

A study of critical and fictional works of Hawthorne, James, and Faulkner. Emphasis is on ideas, themes, and techniques.

ENGL 459 Hemingway and the Twenties**4 hours**

A study of American fiction produced in the 1920's with particular emphasis on works by Ernest Hemingway. Students read such works as *The Sun Also Rises*, *A Farewell to Arms*, *In Our Time*, *The Great Gatsby*, *An American Tragedy*, *Babbitt*, *Cane*, *The Professor's House*. The literature is studied in its historical and cultural context.

ENGL 477 English Seminar**2 hours**

The undertaking of reading and research designed to help students review and organize their knowledge of literature. (Open only to juniors and seniors.) *Prerequisites: ENGL 140 or 170 and 180, 325-326, 341-342 or permission of the instructor.*

ENGL 480 Methods of Teaching English**2 hours**

The exploration of materials and methods of teaching of high school composition and literature. Literary analysis, systems of grammar, and reading improvement are examined. (May be taken for credit as EDUC 480.)

ENGL 483 Theory and Practice of Teaching Composition**2 hours**

An examination of historical and current theories of composition as a conceptual background for both teaching and writing. Students will study research and theory on the writing process. Students will practice both writing and teaching writing.

ENGL 484 Methods of Teaching English as a Foreign Language **2 hours**
A directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring. (May be taken for credit as EDUC 484.) *Offered upon request.*

ENGL 487-488 Independent Study **2 or 4 hours**
Individual study in any area of English for which the student is qualified. Independent study is offered only in areas not included in other courses in the department. *Prerequisite: Adequate preparation to undertake the study as determined by the instructor.*

ENGL 490 Senior Project **2-8 hours**
Generally consists of a major critical paper on a topic developed from at least one of the student's elective courses in the department. Sometimes the project may take other forms. Students wishing to undertake an unusual project must consult with the head of the department no later than the beginning of the fourth semester. During the junior year, the student should determine an area of interest and make a preliminary investigation of it. Reading, research, and writing are completed during the student's senior year.

Fine Arts

Aims

The Fine Arts Department provides study in music, theatre, and the visual arts. The purpose of the department is to give expression to the historical and aesthetic unity of the various forms and modes of fine arts and to enhance this understanding with creative experience.

Requirements for Major

All majors in the department must take FINA 101, 102, 103, 477, a senior project; INTD 251, 252.

In addition to the courses required of all departmental majors, students majoring in Fine Arts are required to complete one of the following emphases:

Art: FINA 200, 201, 203, 211, 212, 311, 312. In addition, a four credit-hour course in 3-D or in graphics design from the Communication Department is recommended.

Music: FINA 150; 8 hours from 240, 241, 242, and 243; 4 hours from 340, 341, 342, 343; 350, 450; proficiency at the keyboard. In addition, private music lessons are recommended.

Theatre: FINA 151, 152, 153, 220, 230, 271 or 272, 320, 420; ENGL 210. Participation in theatrical productions is recommended.

Requirements for Minors

Music: FINA 102, 150; 8 hours from 240, 241, 242, and 243; 2 hours from 340, 341, 342, 343, 350, 450.

Studio Art: FINA 101, 200, 203, 211, 212.

Theatre: FINA 103, 151 or 152, 153, 220, 225, 230, 235, 320, 420.

Courses

FINA 101 Introduction to Art

4 hours

An historical and aesthetic study of the visual arts from the ancient world to the present. Representative masterworks of art are studied, and consideration is given to aesthetic functions and values.

FINA 102 Introduction to Music

4 hours

An historical and aesthetic study of music from Gregorian chant to the present. Representative masterworks of music are studied, and consideration is given to aesthetic functions and values.

FINA 103 Dramatic Literature and Theatre Development

4 hours

A survey of drama and theatre architecture and design with emphasis on both primary and secondary literature in both historical and aesthetic context.

FINA 105-106 College Choir

1 hour each

Preparation for performance of choral music. May be repeated for credit. (Activity course: CR/NCR only.) *Enrollment by audition.*

FINA 107-108 Instrumental Ensemble

1 hour each

Preparation for performance of standard ensemble literature according to instrumentalists available. May be repeated for credit. (Activity course: CR/NCR only.) *Enrollment by audition.*

FINA 109-110 Jazz-Rock Ensemble

1 hour each

Preparation for performance of contemporary jazz and rock arrangements. (Activity course: CR/NCR only.) May be repeated for credit. *Enrollment by audition.*

FINA 111-112 Piano

1 hour each

Private instruction in the techniques, theory, and literature of the piano. May be repeated for credit. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*

FINA 113-114 Strings

1 hour each

Private instruction in the techniques, theory, and literature of violin, viola, cello, or bass. May be repeated for credit. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*

FINA 115-116 Winds

1 hour each

Private instruction in the techniques, theory, and literature of the brass and woodwind instruments. May be repeated for credit. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*

FINA 117-118 Voice

1 hour each

Private instruction in the technique, theory, and literature of voice. May be repeated for credit. (Activity course: CR/NCR only.) *Enrollment by permission of the instructor.*

FINA 119-120 Guitar

1 hour each

Private instruction in the techniques, theory, and literature of the guitar. May be repeated for credit. (Activity course: CR/NCR only.)

FINA 125 Art Activities in the Elementary Schools

2 hours

A study of the theories and goals of art education in the elementary school with emphasis on the child's growth and development through art. Exploration of art techniques is included.

FINA 144 Bach

2 hours

A survey of the secular and religious music of J.S. Bach. Special emphasis is on the cantatas and oratorios, the organ music, and the suites for various instruments. (CR/NCR only. Offered only during January Term.)

FINA 150 Harmony-Solfeggio-Eurythmics I

2 hours

An analysis of harmonic derivation, chord function, and harmonizations. The course also includes an introduction to sight singing, one and two-part dictation, rhythm, and improvisation. (Required of all students majoring in Elementary Education.)

FINA 151 Fundamentals of Stage Construction

2 hours

FINA 152 Theatre Lighting

2 hours

FINA 153 Theatre Make-up

2 hours

- FINA 154 Costuming** 2 hours
- FINA 155 Scene Painting** 2 hours
- FINA 160 Introduction to Film** 4 hours
An introduction to study the film as a technical artifact, an art object, a mirror of society, and a moral statement. Students view twelve classic films such as Chaplin's *City Lights*, Resnais's *Hiroshima Mon Amour*, Bergman's *Virgin Spring*, and Hitchcock's *Psycho*. Fee. \$15. (May be taken for credit as ENGL 160.)
- FINA 165 Introduction to Drama** 2 hours
A study of the elements of drama, dramatic forms and types, and the impact of theatrical performance on drama as a literary art. Emphasis is on developing the student's ability to read, understand, and evaluate plays. (May be taken for credit as ENGL 165.)
- FINA 200 Design Fundamentals** 4 hours
A basic foundation course in visual art emphasizing the methods, materials, principles of organization, and elements of design as related to two-dimensional artwork. Lecture and studio sessions.
- FINA 201 Introduction to Three-Dimensional Design** 4 hours
An introduction to the theory and practice of three-dimensional design. Consideration is given to the relation between the design potential of various materials and their practical applications.
- FINA 203 Printmaking** 4 hours
The study of various printmaking processes emphasizing creative expression through relief and intaglio techniques. *Prerequisite: FINA 200, 211, or permission of the instructor.*
- FINA 206 Public Speaking** 4 hours
An introduction to the dynamics of communication, levels of interaction between speaker and listener, developing the use of voice and non-verbal signals, understanding oral style in language, and logical argument in public speaking. Focus is on the design and delivery of short speeches and on critical listening. (May be taken for credit as COMM 206.)
- FINA 210 Ceramics I** 4 hours
A concentrated study of the history and various techniques of ceramic art, including studio experience in forming, firing, and glazing pottery and ceramic sculpture.
- FINA 211 Drawing I** 4 hours
A concentrated study of the techniques of drawing from nature and from man-made forms. Emphasis is on developing visual perception and on learning to express observations through drawings.
- FINA 212 Painting I** 4 hours
The study of the aesthetic and creative potential of painting from still life, landscape, figures, and the imagination. Emphasis is on creating and organizing form while exploring application methods, color mixing, and surface preparation. *Prerequisite: FINA 200, 211, or permission of the instructor.*
- FINA 213 Sculpture I** 2 hours
The course emphasizes creative expression in three-dimensional forms. Students work with materials that are readily available and easily handled such as wood, wire, plaster, and clay. *Prerequisite: FINA 201 or permission of the instructor.*
- FINA 220 Beginning Acting** 2 hours
A study of movements, various styles, improvisations, projections of character, and speech technique. The course includes a 10-20 minute planned and rehearsed program that demonstrates skills acquired in improvisation and body and voice techniques.
- FINA 225 Dance for Non-Dancers** 2 hours
The development of beginning dance skills with emphasis upon improvisational dance modes and creative body language.
- FINA 230 Children's Theatre** 2 hours
The development of techniques required in writing for and performing before children.
- FINA 235 Musical Comedy** 2 hours
A study of musical comedy scores and libretti, basic principles of musical comedy singing, dancing, and acting, and other fundamentals of the genre.

- FINA 240 Baroque Composers** **4 hours**
A course emphasizing such major Baroque composers as Monteverdi, Schutz, Vivaldi, Gabrieli, Rameau, Purcell, Handel, J.S. Bach.
- FINA 241 Classic Composers** **4 hours**
A course emphasizing such Classical composers as Gluck, Haydn, Mozart, Cherubini, and early Beethoven.
- FINA 242 Romantic Composers** **4 hours**
A course emphasizing such Romantic composers as the later works of Beethoven, Rossini, Schubert, Berlioz, Mendelssohn, Schumann, Liszt, Wagner, Verdi, Bruchner, Franck, and Brahms.
- FINA 243 Modern and non-Western Composers** **4 hours**
A course emphasizing modern and non-Western composers such as Debussy, Satie, R.V. Williams, Schoenberg, Ives, Bartok, Stravinski, Barber, Schuman, Menotti, Britten, Penderecki, Stockhausen, Glass, Reich, and others.
- FINA 250 Harmony-Solfeggio-Eurythmics II** **2 hours**
An introduction to Schenkerian principles of analysis, harmonization of melodies; intermediate sight-singing and three-and four-part dictation; and intermediate problem in rhythm and improvisation. *Prerequisite: FINA 150.*
- FINA 271-272 Shakespeare I and II** **4 hours each**
A rapid reading of the major plays with emphasis upon Shakespeare's themes, motifs, language, and characterization. (May be taken for credit as ENGL 271-272.)
- FINA 297 Film and Society: Spike Lee and Oliver Stone** **2 hours**
A study of selected films by Spike Lee and Oliver Stone with special emphasis on film as an aesthetic strategy for exposing and de-centering established relationships in American society. (May be taken for credit as ENGL 297. Offered only in January Term.)
- FINA 298 Cinema, Rebellion, and Culture** **2 hours**
A study of modern cinematic transformations of the rebel-hero from "Rebel Without a Cause" to "Thelma and Louise." Special emphasis is on aesthetic strategies used to locate viewers in de-centered counter-cultural subject fields. Attention is given to the ironic character of cinema as locus for vicarious rebellion and cinema as an agent of mass culture. (May be taken for credit as ENGL 298. Offered only in January Term.)
- FINA 310 Ceramics II** **2 hours**
A study of problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: FINA 210.*
- FINA 311 Drawing II** **2 hours**
The course provides advanced studio experience in drawing. *Prerequisite: FINA 211.*
- FINA 312 Painting II** **2 hours**
The course provides advanced studio experience in painting. *Prerequisite: FINA 212.*
- FINA 313 Sculpture II** **2 hours**
A study of problems in media and subject matter selected by the student with the advice of the instructor. *Prerequisite: FINA 213.*
- FINA 320 Advanced Acting** **2 hours**
The course emphasizes scene study as a unit of theatrical form. Scenes from various periods to be directed and performed. Focus on interaction between characters. *Prerequisite: FINA 220.*
- FINA 340 Orchestral Idiom** **2 hours**
A course introducing the student to the symphony, tone poem, suite, overture, and ballet.
- FINA 341 Operatic and Choral Idiom** **2 hours**
A course introducing the student to operatic techniques and conventions.
- FINA 342 Keyboard Idiom** **2 hours**
A course introducing the student to the piano, harpsichord, and organ.
- FINA 343 String and Woodwind Idiom** **2 hours**
A course introducing the student to string and woodwind instruments.

FINA 350 Counterpoint I	2 hours
An introduction to and the writing of species counterpoint (16th century); elementary motet composition; introduction to analytical concepts; binary, ternary, and complex forms and dodecaphonic structures. <i>Prerequisites: FINA 150, 250.</i>	
FINA 399 Fine Arts Management	2 hours
The study of management principles and practices as applied to agencies and institutions in the various fields of the arts, such as museums, galleries, symphonies, theatres, and others.	
FINA 416 Opera	2 hours
This course is an introduction to operatic techniques and conventions. The principal emphasis is on the ways in which music enhances dramatic elements in operas of Mozart and Verdi. No technical knowledge of music is required.	
FINA 420 Directing	2 hours
A study of the fundamentals of staging, blocking, movement, stage business, tempo, script analysis, casting, and rehearsal planning. The course includes preparation of a prompt book for a one-act play to be directed for public performance. <i>Prerequisite: FINA 220.</i>	
FINA 450 Counterpoint II	2 hours
An introduction to and the writing of inventions and sinfonia (18th century); analysis of non-Western music; and a survey of contemporary analysis. <i>Prerequisites: FINA 150, 250, 350.</i>	
FINA 477 Senior Seminar	2 hours
This course is a review of the fine arts area concentrating upon the student's area of emphasis.	
FINA 481 Methods and Materials in Teaching Elementary School Music	2 hours
The aims and values of elementary school music are studied, opportunities to develop teaching techniques are provided, and standard materials are introduced. (Required of all students majoring in Elementary Education.)	
FINA 487-488 Independent Study	2-4 hours
FINA 490 Senior Project	2-8 hours
Recommended to begin during the second semester of the junior year.	

Foreign Languages

Aims

To familiarize students with the language and literature of the French, German, and Spanish speaking peoples; to help students understand a culture other than their own; and to assist students in preparing for careers requiring foreign language skills. The program also provides students interested in research with a reading knowledge of a foreign language, and it helps travelers to foreign countries acquire basic conversation skills.

Requirements for Major in French, German, or Spanish

A minimum of 28 hours in the target language (not including FREN 110, 120, 230; GRMN 110, 120, 230; or SPAN 110, 120, 230) plus FORL or ENGL 371, and a Senior Project. Required are at least one conversation course (240 or 241), one literature course (351, 352, 357, or 358), and one civilization course (310, 311, 312 or 313). Related course requirements are INTD 251 and 252. All students are expected to spend a minimum of one semester studying in a country where the target language is spoken. To that end, Bethany maintains programs in Heidelberg, Paris, and Pamplona. Students planning to teach a foreign language must complete FORL 480 and 481.

Foreign Language majors should consider developing a strong second field in an area related to career goals and acquiring a working knowledge of an additional foreign language.

Requirements for Minors

For each of the minors in Foreign Languages, 16 hours above the 230 level (third semester) are required.

French: FREN 240, 241, 313, either 351 or 352. (*Study abroad may replace either FREN 240 or 241.*)

German: GRMN 240, 241, 312, either 351 or 352. (*Study abroad may replace either GRMN 240 or 241.*)

Spanish: SPAN 240, 241, either 310 or 311, either 357 or 358. (*Study abroad may replace either SPAN 240 or 241.*)

Requirements for Teaching Certification

French: Only French majors who have completed the following courses will be recommended for state certification to teach French in the secondary schools: FREN 110, 120, 230, 240 or 241, 313, 351 or 352, 4 additional semester hours in French courses; FORL or ENGL 371; FORL 480, 481; the courses in the professional education sequence described on p. 96 of this **Bulletin**. *The following are prerequisite to student teaching: FORL 480, 481; approved study abroad within a French-speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

German: Only German majors who have completed the following courses will be recommended for state certification to teach German in the secondary schools: GRMN 110, 120, 230, 240 or 241, 312, 351 or 352, 4 additional semester hours in German courses; FREN or ENGL 371; FORL 480, 481; the courses in the professional education sequence described on p. 96 of this **Bulletin**. *The following are prerequisite to student teaching: FORL 480, 481; approved study abroad within a German-speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

Spanish: Only Spanish majors who have completed the following courses will be recommended for state certification to teach Spanish in the secondary schools: SPAN 110, 120, 230, 240 or 241, 310 or 311, 357 or 358, 4 additional semester hours in Spanish courses; FORL or ENGL 371; FORL 480, 481; the courses in the professional education sequence described on p. 96 of this **Bulletin**. *The following are prerequisite to student teaching: FORL 480, 481; approved study abroad within a Spanish speaking culture or a minimum level of Intermediate High in the ACTFL/ETS Oral Proficiency Interview.*

French Courses

FREN 110 French I

4 hours

This is the first of three courses emphasizing the acquisition of French language skills needed to satisfy basic social requirements in French-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to French cultures and issues. (Oral practice sessions are required. French I is intended primarily for students who have no acquaintance with the language.)

FREN 120 French II

4 hours

The second of three courses: See FREN 110. *Prerequisite: FREN 110 or equivalent.*

FREN 230 French III

4 hours

The third of three courses: See FREN 110. *Prerequisite: FREN 120 or equivalent.*

FREN 240 Conversation and Composition: The Living Language

4 hours

Contemporary life in France is explored through discussions and compositions designed to improve the student's communication skills in French. *Prerequisite: FREN 230 or equivalent.*

- FREN 241 Conversation and Composition: Francophone World** **4 hours**
While improving skills of spoken and written communications in French, the student becomes acquainted with contemporary issues in the French-speaking world. *Prerequisite: FREN 230 or equivalent.*
- FREN 313 France** **4 hours**
An introduction to France, with special attention to its political, artistic, and cultural history, contemporary institutions, activities, customs, and values. Cross-cultural comparisons and contrasts of France and the United States are included. Conducted in English.
- FREN 351 Survey of French Literature I** **4 hours**
A survey of French literature from the earliest periods to the end of the 18th century. Readings are in French from an anthology. Conducted in French. *Prerequisite: FREN 240, 241 or equivalent.*
- FREN 352 Survey of French Literature II** **4 hours**
A survey of French literature of the 19th and 20th centuries. Introduction to *explication de texte* techniques. Readings are in French from an anthology. Conducted in French. *Prerequisite: FREN 240, 241 or equivalent.*
- FREN 410 Topics in French Literature** **2 or 4 hours**
An advanced literature seminar which highlights major literary movements, genres, and themes from the French-speaking world. *Prerequisite: FREN 351 or 352 or permission of instructor.*
- FREN 487-488 Independent Study** **2 or 4 hours**
- FREN 490 Senior Project** **2-8 hours**

German Courses

- GRMN 110 German I** **4 hours**
This is the first of three courses emphasizing the acquisition of German language skills needed to satisfy basic social requirements in the German-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to German culture and issues. (Oral practice sessions are required. German I is intended primarily for students who have no acquaintance with the language.)
- GRMN 120 German II** **4 hours**
The second of three courses: See GRMN 110. *Prerequisite: GRMN 110 or equivalent.*
- GRMN 230 German III** **4 hours**
The third of three courses: See GRMN 110. *Prerequisite: GRMN 120 or equivalent.*
- GRMN 240 Conversation and Composition I** **4 hours**
A discussion of life in Germany. Designed to improve communication skills. Brief oral and written reports. *Prerequisite: GRMN 230 or equivalent.*
- GRMN 241 Conversation and Composition II** **4 hours**
The course is designed to improve skills of spoken and written communication in German through a focus on contemporary problems. *Prerequisite: GRMN 230 or equivalent.*
- GRMN 302 German Business Correspondence** **2 hours**
The course is designed to prepare students for possible employment in German-American firms through the development of skills in business letter writing and familiarization with German technical terms in business and banking. *Prerequisite: GRMN 230 or equivalent.*
- GRMN 312 German Civilization** **4 hours**
The course is designed to acquaint the student with the history, culture, and people of the German-speaking countries. Conducted in English.
- GRMN 351 Survey of German Literature I** **4 hours**
A survey of German literature from the earliest periods to the beginning of the 19th century. Readings are in German from an anthology. Conducted in German. *Prerequisite: GRMN 240, 241 or equivalent.*
- GRMN 352 Survey of German Literature II** **4 hours**
A survey of German literature from the Romantic period to the present. Readings are in German from an anthology. Conducted in German. *Prerequisite: GRMN 240, 241 or equivalent.*

- GRMN 410 Topics in German Literature** 2 or 4 hours
An advanced literature seminar which highlights major literary movements, genres, and themes from the German-speaking world. *Prerequisite: GRMN 351 or 352 or permission of instructor.*
- GRMN 487-488 Independent Study** 2 or 4 hours
- GRMN 490 Senior Project** 2-8 hours

Spanish Courses

- SPAN 110 Spanish I** 4 hours
This is the first of three courses emphasizing the acquisition of Spanish language skills needed to satisfy basic social requirements in Spanish-speaking countries. Elementary listening, speaking, reading, and writing needs are addressed, as well as an introduction to Hispanic cultures and issues. (Oral practice sessions are required. Spanish I is intended primarily for students who have no acquaintance with the language.)
- SPAN 120 Spanish II** 4 hours
The second of three courses: See SPAN 110. *Prerequisite: SPAN 110 or equivalent.*
- SPAN 230 Spanish III** 4 hours
The third of three courses: See SPAN 110. *Prerequisite: SPAN 120 or equivalent.*
- SPAN 240 Conversation and Composition: Spain** 4 hours
An intensive training in spoken and written Spanish with emphasis on current events in Spain. Oral reports are based on readings from newspapers, magazines, and literary works. *Prerequisite: SPAN 230 or equivalent.*
- SPAN 241 Conversation and Composition: Spanish America** 4 hours
An intensive training in spoken and written Spanish with emphasis on current events in Latin America. Oral reports are based on readings from newspapers, magazines, and literary works. *Prerequisite: SPAN 230 or equivalent.*
- SPAN 310 Spanish American Civilization** 4 hours
A study of the development of Latin America from the pre-Columbian era to the present day in art, music, drama, history, and literature. Each student does research on a specific project selected in consultation with the instructor. Conducted in English.
- SPAN 311 Spanish Civilization** 4 hours
An examination of Spain's influence on the history, art, music, drama, literature, and science of the world. Each student does research on a specific project selected in consultation with the instructor. Conducted in English.
- SPAN 357 Literature of the Hispanic World I** 4 hours
An introduction to artistic, historical, and cultural aspects of Spain through its literature. Literary genres, figures, and other aesthetic elements are examined. Conducted in Spanish. *Prerequisite: SPAN 240, 241 or equivalent.*
- SPAN 358 Literature of the Hispanic World II** 4 hours
A study of the artistic, historical, and cultural aspects of Latin America through its literature. Literary genres, figures, and other aesthetic elements are examined. Conducted in Spanish. *Prerequisite: SPAN 240, 241 or equivalent.*
- SPAN 410 Topics in Spanish and Spanish American Literature** 2 or 4 hours
An advanced literature seminar which highlights major literary movements, genres, and themes from the Spanish-speaking world. *Prerequisite: SPAN 357 or 358 or permission of instructor.*
- SPAN 487-88 Independent Study** 2 or 4 hours
- SPAN 490 Senior Project** 2-8 hours

Japanese Courses

- JAPN 110 Japanese I** 4 hours
This is the first of two courses introducing the Japanese language and highlighting basic speaking and comprehension skills. Cultural issues are also presented. (Oral practice sessions are required.)

JAPN 120 Japanese II**4 hours**

The second of two courses. See JAPN 110. *Prerequisite: JAPN 110 or equivalent.*

Foreign Language Courses

FORL 150 English as a Second Language I**4 hours**

This course emphasizes listening, speaking, reading, and writing skills needed by any international student to function satisfactorily in an American college setting. (Required of all newly entering international students whose native language is not English.)

FORL 151 English as a Second Language II**4 hours**

This course emphasizes listening, speaking, reading, and writing skills needed by international students to function satisfactorily in an American college setting. Intended for any student whose native language is not English and who has already taken FORL 150.

FORL 371 Introduction to Linguistics**2 hours**

A study of basic concepts and terminology of linguistics. Required of all majors in the department. (May be taken for credit as ENGL 371.)

FORL 480 Methods and Materials in Teaching Foreign Languages**2 hours**

A study of the methods, teaching materials, lesson planning, and extracurricular activities necessary for the teacher of French, German, or Spanish as a foreign language. (May be taken for credit as EDUC 480.)

FORL 481 Foreign Languages for Middle Childhood**2 hours**

Methods, teaching materials, lesson planning, and extracurricular activities necessary for the middle childhood teacher of French, German, or Spanish as a foreign language. Special emphasis on aural-oral teaching techniques and characteristics of the transescent language learner.

FORL 487-488 Independent Study in Foreign Languages**2 or 4 hours**

Freshman Seminar

FSEM 111**4 hours**

An examination of specialized topics in a seminar setting. Emphasis is given to the development of writing and critical thinking skills, practice in individual and group research, and application of oral communication skills. Attention is also given to orientation to the Bethany program, college life, and academic advising. Required of entering Freshmen in the fall semester.

Sec. A The Human Struggle Through Sport

This seminar explores the impact of sport on society and self. Students examine the social and psychological effects on participants in and consumers of sport through the study of fiction, essays, critical analysis, competition, aging, professionalism, racism, education, and the effect of sport on children.

Sec. B Girlz-II-Women

How do girls grow into their socially prescribed roles (as opposed to those roles prescribed for men)? How does that experience differ as a function of culture? This seminar explores the developmental experiences of women from a number of different cultures within the United States through the use of novels, short stories, poems, autobiographical material, and psychological theory on human development.

Sec. C Sensitivity to the Natural World

This seminar is an introduction to the natural world based upon the observation of plants and animals in their natural settings. Most sessions are held outdoors at Bethany and several nearby, important natural sites.

Sec. D Science and Pseudo-Science: The Need for Skeptical Inquiry

Surveys of American youth have shown a wide-spread belief in the pseudo-sciences such as astrology, numerology, biorhythms, clairvoyance, ESP, reincarnation, UFOs, and fringe medicine. Thus, there is a need for a structured look at various pseudo-sciences and how each fails the test for being scientifically valid. The role that pseudo-science has played in the history of science is examined and debated.

Sec. E Surrealism and Cinema

This seminar explores the creative legacy of the French Surrealists in cinema and video from its origins in the 1920s to its manifestations in film and videotape in the present. Considered are films by such directors as Bunuel, Cocteau, Deren, and Vanderbeek and videos recorded by Dire Straits, Michael Jackson, and Pink Floyd.

Sec. F Voyages of the Starship Enterprise

This seminar is a study of Star Trek voyages of the *U.S.S. Enterprise* under the commands of Captains Kirk and Picard. Students view videos of the voyages of the *Enterprise*, analyze them, formulate and answer questions about them, and do research on issues raised by them. Students also participate in interviews on a television station during its Star Trek marathon, join the national Star Trek Fan Club, and (if possible) attend a Star Trek convention.

Sec. G Seeing Comics as Culture: Creating Cartoons as Art

George Herriman's Dadaistic *Krazy Kat* reflected the disillusionment of post-World War I American society and Charles Schulz's *Peanuts* contributed the phrase "security blanket" to our language, yet many purists reject the idea that comics are an art form which reflects and enriches American culture. This seminar investigates the issue by analyzing the content of American comics in relation to the social environment in which they were created. Their artistic qualities are compared with contemporary art movements. Students also create original cartoons.

Sec. H New York, New York: A Portrait

This seminar is a portrait of New York, America's first "mega-city." Students examine the geography, history, politics, and economics of the Big Apple since its beginnings. They also do independent research and present reports on aspects of the city. Throughout, the emphasis is on the visual, with many opportunities to look at and enjoy the paintings and sculptures which have made Manhattan the art capital of the world.

Sec. I Kriegsspiel: Rehearsing for Armageddon

Since the days of Sun Tzu, military men have tried to devise games which would teach tactics and strategy, test theories, simulate warfare, and "predict" the future. This seminar explores the history and development of war games and wargaming through an examination of the literature on the topic and through participation in numerous simulations, both in class and on weekends.

Sec. J The Teacher as Hero

This course examines the portrayal of teachers in popular literature and films. Students examine the nature of heroism and identify what are considered heroic qualities in the teachers depicted. Students also work toward answering the following questions: What makes a teacher "heroic"? What does it mean to be a "good" teacher? What makes a "good" student? What is the significance of the student/teacher relationship in the learning process? What should that relationship be? Does being a "good" teacher have to do with competence or virtue? Students consider concepts important to the areas of education, literature, writing, philosophy, and other areas within the humanities.

Sec. K A Tour of Washington, D.C.: Nation's Capital, National Treasure

This seminar explores the many wonders of Washington, D.C. which is unique among American and world cities. Through readings, visual presentations, current events, and personal experience, students develop a better understanding and appreciation for this national treasure. Focus is on the cultural, artistic, educational, architectural, and political life of the city. As an international center of power and culture, Washington, D.C. is of interest to students from various cultural backgrounds.

Sec. L Against All Odds

This seminar is designed to investigate motivation theories and why some individuals seem to survive or even prosper under adverse conditions whereas other individuals give up. Students examine motivation in relation to several novels, films, and presentations. Students also examine personal motivation for approaching and/or avoiding situations.

Sec. M Education of the Self

An exploration of three areas considered crucial to personal adjustment and growth: the self-concept, relationships and communication, and a meaningful philosophy of life. Through readings and group discussions, students develop a greater understanding and acceptance of self and others. Students selecting this seminar should be interested in and open to personal growth and should be willing to share their thoughts and feelings about significant topics in class.

General Science

General Science is a grouping of courses only. It is not a department and does not offer a major. It provides a number of courses, many of which are interdisciplinary in nature, designed primarily for non-science majors. Some of the courses, however, such as *History and Philosophy of Science* and *Science, Technology, and Society*, supplement the programs of science majors. In addition, special courses are offered for those interested in teaching science in public and private schools.

Only students who have completed the following courses or their equivalents will be recommended for state certification to teach General Science in middle and junior high schools: BIOL 100; CHEM 100 or 101; CPSC 482; EDUC 447; GENS 201, 202; PHYS 103 or 201; the professional education sequence described on p. 96 of this **Bulletin**.

GENS 100 Consumer Chemistry

4 hours

A course emphasizing an understanding of chemical concepts relevant to our everyday lives. At the end of this course, a student should be able to analyze and discuss magazine and newspaper articles dealing with the subjects related to chemistry. (This course is designed for non-science students. May be taken for credit as CHEM 100.)

GENS 101 Natural Philosophy

4 hours

An examination of man's changing ideas about the universe. Emphasis is placed upon the role of science as a social institution contributing to these changing beliefs. (May be taken for credit as PHIL 352.)

GENS 103 Everyday Physics

4 hours

A study from non-technical and non-mathematical viewpoints of the aims, methods (experimental and theoretical), and achievements in the attempts to understand the basic principles governing the physical world. The course begins with commonplace observations and concrete examples and then proceeds to generalizations and hypotheses which unify them. This course is designed for non-science majors. (May be taken for credit as PHYS 103.)

GENS 151 Astronomy

4 hours

An introduction to modern astronomy designed for non-science majors. Topics include the history of astronomy, telescopes and spectra, the solar system, stars and stellar evolution, galaxies, and the past and future history of the universe. Although largely descriptive, the physical principles underlying astronomical phenomena are introduced. Labs include evening observation sessions and field trips. (Three hours of lecture and two hours of lab each week. May be taken for credit as PHYS 151.)

GENS 202 Physical and Cultural Geography

4 hours

A study of the interactions between environments and human activities over the earth's surface: land, sea and air. A complementary aspect of the course is devoted to place-name geography.

GENS 209 History and Philosophy of Science

4 hours

A study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (May be taken for credit as PHIL 353.)

GENS 210 Science, Technology, and Society**4 hours**

An historical examination of the effects of scientific and technological innovations upon various societies, emphasis being placed upon technology and science of the western world since 1850.

GENS 480 Methods and Materials in Teaching Physical and Life Sciences **4 hours**

A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

GENS 487-488 Independent Study**2 or 4 hours each**

History and Political Science

Aims

The Department of History and Political Science offers two majors: History and Political Science. Both are based in the liberal arts and emphasize the origin and development of institutions and ideas, the traditions that mold thought and action, and the cultural values and structures that shape politics and government, foreign policy and international relations, and the making of public policies. Department offerings also prepare students for graduate and professional study and for careers in education, public service, or the private sector.

Requirements for Major in History

Twelve hours in European history, including HIST 101; 12 hours of American history, including HIST 201-202; four hours in political science; four hours in African, Asian, or Latin American history; HIST 477; a Senior Project. Also required is INTD 251 or 252, the other being strongly recommended. Students planning to attend graduate or professional schools should anticipate possible requirements in the areas of foreign language, statistics, accounting, and computer technology.

Requirements for Major in Political Science

A minimum of 38 hours in courses in Political Science including POLS 225, 243, 470, and 478; a Senior Project; HIST 201-202. Related courses are recommended in History, Philosophy, Economics and Business, Sociology, Foreign Languages, English, and Mathematics (especially statistics).

Requirements for Minor in History

History: HIST 101, 102, 201, 202, four hours from 300 or 400-level offerings.

Requirements for Minors in Political Science

American Government and Politics: POLS 225, 230, 320, 321, 322, 339.

International Relations: POLS 243, 244, 325, 341, either 351 or 352; ECON 360. (*ECON 200 is prerequisite to ECON 360.*)

Public Policy: POLS 300, 301, 302; PSYC or ECON 287; ECON 200, 301. (*MATH 201 and 281 are prerequisites for ECON 301.*)

Requirements for Teaching Certification

Only History or Political Science majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 102, 201, 202, 225; SOCI 150; ECON 200; GENS 202 or SOSC 302; POLS 225; INTD 100; RELS 100; SOSC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence designated on p. 96 of this **Bulletin**. *SOSC 480 is prerequisite to student teaching.*

History Courses

HIST 101-102 World Civilizations I & II **4 hours each**

A survey of world civilizations and the interactions between the different centers of civilization from the ancient world to the present. Particular emphasis is given to non-Western cultures in Asia, Africa, and the Americas. First semester covers the period from the ancient world to about 1400 A.D. Second semester carries through to the present.

HIST 201-202 U.S. History I & II **4 hours each**

A survey of the political, economic, and social growth of America. First semester covers the period of exploration to 1865; second semester from 1865 to the present.

HIST 225 West Virginia History, Government, and Geography **2 hours**

The history of the western section of Virginia to the Civil War and the history and government of West Virginia to the present. The physical, political, and social geography of the state is included. Field trips to various sections of the state are included as part of the course.

HIST 288 The American Political Novel **2 hours**

An examination of the political life in the United States at the municipal, state, and federal level as reflected in a number of political novels since 1932. The course examines *Grapes of Wrath*, John Steinbeck; *It Can't Happen Here*, Sinclair Lewis; *All the King's Men*, Robert Penn Warren; *The Last Hurrah*, Edwin O'Connor; and *Advise and Consent*, Alan Drury, plus an additional book selected for each student. (May be taken for credit as POLS 288.)

HIST 297-298 Special Studies in History **2 or 4 hours**

These courses are designed to permit students to study with various faculty members in the department or with visiting instructors or foreign visitors.

HIST 311 Renaissance and Reformation: 1300-1648 **4 hours each**

An examination of the transitional period from the Middle Ages to the Modern World. Particular emphasis is placed on the political and economic developments of the Italian city states, the rise of national monarchies in Northern Europe, and the collapse of the unity of western Christendom.

HIST 312 Absolutism, Revolution, and Nationalism: 1648-1871 **4 hours**

An examination of the emergence of the nation-state system bounded by the Peace of Westphalia and the unification of Germany. Topics for discussion include the political and social revolutions of the 18th century, the impact of the Industrial Revolution on 19th century European politics, and the intellectual legacy of the Enlightenment.

HIST 313 Modern Europe: 1871-Present **4 hours**

An examination of the zenith of European civilization at the end of the 19th century and the subsequent catastrophe of the two world wars in this century. The global impact of Imperialism, political revolution, and total war form the bulk of the course content.

HIST 324 Russian History **4 hours**

A survey of the history of Russia from the Middle Ages to the present. Specific topics include the growth of Russian power, the emergence of Russia as a major player in the European state system, the transition from Czarist autocracy to Soviet totalitarianism, the impact of the Soviet Union's role as superpower, both internally and externally, the collapse of Soviet society, and the prospects for post-Soviet Russia.

HIST 326 Latin America **4 hours**

A study of the geography, politics, social composition, economic structure, history, and problems of Latin America.

- HIST 327 British History** 4 hours
A survey of British society to the Elizabethan period followed by a more detailed study of the Elizabethan period through World War II. Topics such as the nature of the 18th century politics, the Industrial Revolution, liberal and Victorian England, the impact of the World Wars on British society, and the "Irish Question" are examined.
- HIST 328 The Middle Ages** 4 hours
A study of the decline of ancient civilization, the Byzantine and Islamic cultures, and especially the development of Western Europe to the 14th century.
- HIST 341 Development of the American Nation** 4 hours
A history of the United States from 1816 to 1861. Considers growth of American nationalism and sectionalism following the War of 1812, the rise of Jacksonian Democracy, territorial expansion, and the coming of the Civil War.
- HIST 342 Age of Big Business** 4 hours
A political, social, and economic history of the U.S. from 1865 to 1914. Emphasis is placed on the growth of industrialism during this period and the resulting attempts at social reform.
- HIST 343 Contemporary U.S. History** 4 hours
The history of the United States since 1945. The course includes a brief review of the Progressive Era, the 1920s and the New Deal. Films, records, contemporary magazines, scholarly journals, and newspapers are used in addition to the textbooks.
- HIST 365 Constitutional Law** 4 hours
A study of the judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles. (May be taken for credit as POLS 365.)
- HIST 400-409 Seminar in American History** 2 or 4 hours
The advanced study of a topic, period, or issue in American History. (Topics change regularly.)
Prerequisite: Previous study of the topic in a survey course, or permission of the instructor.
- HIST 410-419 Seminar in European History** 2 or 4 hours
The advanced study of a topic, period, or issue in European History. (Topics change regularly.)
Prerequisite: Previous study of the topic in a survey course, or permission of the instructor.
- HIST 410 Weapons and Warfare** 4 hours
An examination of the science and art of warfare throughout the history of civilization. Particular emphasis is placed on the technology of war and the methods developed to employ that technology against opponents on the battlefield or against an opponent's entire society.
- HIST 418 History as the Novel, the Novel as History** 2 hours
An examination of use of historical evidence as the background for a work of fiction and the relationship between the historian and the artist. Historical periods and works to be examined change regularly.
- HIST 477 Historical Writings and Methods** 4 hours
A study of the major works of the ancient, medieval, and modern European and American historians with emphasis on the various schools and methods of interpretation. The student also receives an introduction to the nature and methods of history as an intellectual discipline. Emphasis is placed on the techniques of historical research in preparation for the Senior Project.
- HIST 487-488 Independent Study** 2 or 4 hours
- HIST 490 Senior Project** 2-8 hours
Begins first semester of the senior year.

Political Science Courses

POLS 225 American Government **4 hours**

An introduction to the formal and informal structures, institutions, and processes which comprise the American political system at the national level.

POLS 229 State and Local Government **4 hours**

An examination of the structure and functioning of state political systems. Emphasis is chiefly on state institutions and the divisions of authority between state and sub-state government in the United States. *Prerequisite: POLS 225.*

POLS 230 Intergovernmental Relations **4 hours**

An examination of the relationship between the federal and state governments in the United States. Emphasis is on various theories of federalism and their actual applications. *Prerequisite: POLS 225.*

POLS 243 International Politics **4 hours**

An introduction to international relations. Emphasis is on the study of conflict and cooperation in the international system by analyzing diplomacy, alliances, international law and organizations, and other forms of interaction.

POLS 244 International Organizations **4 hours**

An examination of the various non-state actors (such as the United Nations, the International Red Cross, and the European Community) in international politics. Emphasis is on the study of the structures and functions of international organizations and the process of interdependence. This course is offered in conjunction with the Model United Nations program. *Prerequisite: POLS 243.*

POLS 253 The Global Environmental Crisis **4 hours**

An examination of the international political, economic, and social implications of the planetary environmental crisis. Special emphasis is on the role of political institutions and the market in creating and resolving bio-economic challenges in the twenty-first century. (Offered only during January Term.)

POLS 288 American Political Novel **2 hours**

A study of political life in the United States at the municipal state, and federal levels as reflected in novels written since 1932. The course examines such novels as *The Grapes of Wrath*, *It Can't Happen Here*, *All the King's Men*, *The Last Hurrah*, and *Advise and Consent*. (May be taken for credit as HIST 288.)

POLS 300 Public Administration **4 hours**

An examination of the basic concepts and principles of administration in the public sector including budgeting, organization, staffing, implementation, and evaluation. The politics of the administrative process is considered. *Prerequisite: Four hours in Political Science.*

POLS 301 Introduction to Public Policy **4 hours**

A study of policy issues of contemporary and historical interest. The emphasis is on the examination of problems and of approaches to their solutions. *Prerequisite: Four hours in Political Science.*

POLS 302 Public Policy Process **4 hours**

A study of internal mechanisms for making policy. Emphasis is on the dynamics of setting agendas, formulating and enacting policy, allocating resources, and evaluating programs. *Prerequisite: Four hours in Political Science.*

POLS 320 Legislative Process **4 hours**

An examination of the roles of the United States Congress and other national legislatures as makers of law and policy. Emphasis is on formal and informal internal structural organization. *Prerequisite: POLS 225.*

POLS 321 Executive Leadership **4 hours**

A study of the roles and functions of the President of the United States in relation to the other branches of government, the states, and the international system. *Prerequisite: POLS 225.*

POLS 322 Judicial Behavior **4 hours**

A study of the United States courts as institution and process, emphasizing the Federal courts. The course examines the role of courts as defenders of the rights of citizens and as makers of law and policy. *Prerequisite: POLS 225.*

- POLS 325 Political Economy** **4 hours**
A study of the interrelationship of polity, policy, national economies, and the international economy. Emphasis is on the role of government and international organizations in the authoritative allocation of public and private goods. Socio-economic decision-making mechanisms (market, hierarchy, bargaining, etc.) are identified and analyzed on the global scale. Neo-classical, Keynesian, Marxist, and non-traditional approaches to political economy are examined. *Prerequisite: POLS 243.*
- POLS 339 Parties, Elections, and Interest Groups** **4 hours**
A study of the democratic dynamic in the United States in its various institutional forms, including interest groups, political parties, and elections. Emphasis is on the political culture and processes of participatory democracy and on identifying and applying abstract concepts (representation, constituency, interest articulation, interest aggregation, etc.) to real-world behaviors. *Prerequisite: POLS 225.*
- POLS 341 United States Foreign Policy** **4 hours**
An examination of the assumptions and mechanics underlying the making of U.S. foreign policy since World War II. The course provides a framework for analyzing and evaluating various interpretations of U.S. national security and foreign policy, national interests, and commitments. Case studies of U.S. foreign policies are analyzed and interpreted.
- POLS 351 Comparative Government: Western** **4 hours**
A study of the major western political systems. Focus is on institutional, operational, and environmental factors of industrial democracies typically found in Western Europe, the Americas, and in areas colonized by Europeans. Emphasis is on establishing the common criteria and methodologies for making valid comparative analyses of these systems. *Prerequisite: Four hours in Political Science.*
- POLS 352 Comparative Government: Non-Western** **4 hours**
A study of the major non-western political systems. Focus is on institutional, operational, and environmental factors of modern nations which may not operate under the same political and/or economic philosophies as "the West". Emphasis is on establishing the common criteria for making valid comparative analyses of these systems. *Prerequisite: Four hours in Political Science.*
- POLS 361-362 Political Thought I and II** **4 hours each**
A sequence of courses examining the seminal writing of major political philosophers. POLS 361 examines the works of Ancient, Medieval, and Renaissance writers. POLS 362 examines modern and contemporary writers.
- POLS 365 Constitutional Law** **4 hours**
A study of judicial elaboration and interpretation of the U.S. Constitution. A case study approach to the historical development of American constitutional principles is employed. (May be taken for credit as HIST 365.)
- POLS 371-POLS 380 Selected Topics in Political Science** **2 or 4 hours**
A series of upper level courses in Political Science. The content of specific courses varies. *Prerequisite: Permission of the instructor.*
- POLS 470 Internship in Political Science** **2-8 hours**
A faculty supervised off-campus experience with an academic dimension. Each internship combines off-campus work with a substantial research project. The off-campus experience and the proposed research project must be approved by the chair of the department prior to the beginning of the internship. Off-campus work is supervised jointly by a faculty member and a designated off-campus mentor. The student is evaluated by the faculty supervisor who may take into consideration the evaluation of the mentor.
- POLS 478 Research Methods in Political Science** **4 hours**
A study of the scope and methods of research through an examination of approaches, models, and theories. Qualitative and quantitative methods are studied and applied. The course includes the design and execution of a team research project. An emphasis is on preparation for the Senior Project. *Prerequisite: Permission of the instructor.*
- POLS 487-488 Independent Study** **2 or 4 hours**
- POLS 490 Senior Project** **2-8 hours**
The student plans and pursues an independent project in Political Science.

Interdisciplinary Studies

Aims

The interdisciplinary studies program recognizes that some students are more likely to achieve the goals of an “integrated education” and a “self-examined life” as set forth by the Bethany Plan through a program of study combining work from several academic departments. The interdisciplinary studies program facilitates such study by providing the machinery needed for its implementation and evaluation, by aiding students in the study of interdisciplinary methods and problems, by critically evaluating students’ understandings of the methods and materials of various disciplines, and by requiring the students to integrate the knowledge of materials and methods derived from various disciplines around a single problem or idea.

Requirements for Major

The interdisciplinary studies department coordinates faculty-sponsored and student-initiated programs of study that cross departmental lines. The initiator of an interdisciplinary field of concentration is responsible for establishing and justifying its goals and curriculum. The program must include at least 24 hours (excluding the Senior Project), but may not exceed 72 hours. No more than 48 hours in any one department will be counted toward graduation. Each proposed interdisciplinary major must be approved by the faculty Interdisciplinary Studies Committee. All work is supervised by the Director of Interdisciplinary Studies who serves as the student’s academic advisor throughout the program of study.

Admission to the Interdisciplinary Studies Program

To be admitted to the program a student must submit a proposal for an interdisciplinary major to the Director of Interdisciplinary Studies prior to the last day of classes before mid-term of the second semester of the sophomore year. (The faculty Interdisciplinary Studies Committee may consider a later proposal if the student is willing to take more than the usual four years to complete degree requirements.) The proposal must follow the guidelines established by the faculty Interdisciplinary Studies Committee and be prepared with the guidance of the Director of Interdisciplinary Studies.

A proposal will be approved only from a student who has an overall grade-point average of 3.0 at the time the proposal is made. To continue in the program the student must maintain the 3.0 grade-point average during the semester in which the proposal is approved and during the following semester. (Under extraordinary circumstances the faculty Interdisciplinary Studies Committee may waive grade-point regulations to consider a proposal from a student with a lower grade-point average and establish a lower grade-point requirement for that student’s continuing in the program.)

When a proposal has been approved it becomes the statement of goals and requirements for the student’s major and is filed in the Office of the Registrar. It may not be modified without the approval of the faculty Interdisciplinary Studies Committee.

Senior Year

Senior Comprehensive Examination: Students must have completed at least 24 hours of study in their special curriculum (including all courses designated as required in the original proposal) before they are eligible to take the examination.

The Senior Comprehensive Examination will be designed to measure the student's grasp of methods and materials basic to the disciplines emphasized in the core curriculum; to test the student's capacity for integrating materials and methods from the various disciplines; and to allow the student to evaluate the success of the special curriculum in light of his or her stated goals.

Senior Project: Students who wish to do 4-8 hour Senior Projects must have their projects approved by the Director on or before the last day of the last semester of their junior year.

Faculty Initiated Interdisciplinary Programs

Education and Psychology

PSYC 100, 205, 315, 477, two courses selected from 324, 325, 326; EDUC 201, 202, 242, 345, 346, 348, 401, 440, 447, 448, 470; EDUC 410 or PSYC 410; at least two semester-hours of credit in Sociology; INTD 490. Additional information is available from the Registrar.

Courses

INTD 100 Origins of Modern Western Thought **4 hours**

An exploration of the modern world and its origins stressing the basic ideas, historical events, aesthetic styles, and primary writings which have shaped the modern world. (Must be taken in the first year by all new freshmen and by all transfer students who matriculate as freshmen or sophomores.)

INTD 155 Storytelling **1 hour**

A study of the practice and processes of storytelling and storytelling programs. Students prepare and present stories for coaching and counsel after observing experienced storytellers on video or in live performances. May be repeated for credit. (Activity course: CR/NCR only.)

INTD 201 World Hunger: The Quest for Survival **4 hours**

An examination of the problems of world food resources, production, and distribution. Special emphasis is on inequalities between the haves and the have-nots, the effects of malnourishment on human behavior and on social and political conditions, and alternative technological and political solutions to the problem. *Not open to Freshmen.*

INTD 202 Energy: The World Crisis **4 hours**

An analysis of energy resources and needs of the modern world in historical and geographical context. Psychological, social, and political ramifications are examined and alternative solutions to energy problems are evaluated. *Not open to Freshmen.*

INTD 203 International Terrorism **4 hours**

A study of the origins, nature, cost, containment, and prevention of terrorism, violence, and revolution in today's world, focusing in particular on the reasons why many nations and peoples outside the ruling classes of the major developed nations turn to violence. *Not open to Freshmen.*

INTD 204 Our Sexuality: A Global Perspective **4 hours**

An examination of issues concerning sexuality and sexual functioning around the world. Considered are the following topics: biological, psychological, and sociological aspects of sexuality; the development of sex roles; sexual myths; sexuality and religion; birth control; changing sex roles in today's world.

INTD 251 Origins of Western Thought I: The Ancient World **4 hours**

An examination of ideal behavior as it emerges from and influences political, religious, scientific, philosophical, artistic, social and economic activity, and thought from early Greece to the fall of Rome. *Not open to Freshmen.*

INTD 252 Origins of Western Thought II: The Medieval and Renaissance World **4 hours**

An examination of ideal behavior as it emerges from and influences political, religious, scientific, philosophical, artistic, social and economic activity, and thought in the Middle Ages and Renaissance. *Not open to Freshmen.*

INTD 301-302 Heuristics**2 hours**

Investigation and discovery of methodologies of problem-solving within a broad spectrum of academic disciplines and pragmatic pursuits. *Open to juniors and seniors only. Prerequisite: permission of instructor.*

INTD 487-488 Independent Study**2 or 4 hours****INTD 490 Senior Project****4-8 hours**

Mathematics and Computer Science

Aims

To provide the students with knowledge of the foundations of mathematics and computer science; to provide tools to assist the study of other disciplines; to prepare students for careers in education, in business, and in scientific and technical fields; to prepare students for further study and research.

The department offers majors in mathematics and in computer science.

Requirements for Major in Mathematics

The student is required to take the following 24 hours in the department: MATH 201, 202, 203, 354, 400, 401, 477; plus a senior project.

In addition, each student must complete one of the following tracks.

Mathematics: CPSC 151 or one of the following: CPSC 140-150; twelve hours from the following: MATH 341, 383, 384, 390, 403, 435.

Mathematics-Economics: MATH 231, 281, 282; ACCT 211; ECON 200, 301, 302; CPSC 151 or one of the following: CPSC 140-150.

Mathematics-Physics: MATH 341; PHYS 201, 202, 251 or 261, 300; CPSC 151 or one of the following: CPSC 140-150.

Mathematics-Computer Science: CPSC 151, 152, 275, 403; MATH or CPSC 210.

Mathematics-Actuarial Science: MATH 231, 341, 383, 384, 390; CPSC 151 or one of the following: CPSC 140-150.

Mathematics Education: MATH 103 or secondary school equivalent, 104 or secondary school equivalent, 250, 281, 326, 383, 403, 480; CPSC 151, 482; EDUC 345. To be recommended for certification the student must also complete the courses in the professional education sequence described on p. 96 of this **Bulletin**. *The following courses are prerequisite to student teaching: MATH 250, 480; EDUC 345.*

Requirements for Minor in Mathematics

MATH 201, 202, 203, 354, plus four hours from MATH 210, 281, 326, 341, 383, 400, 401, 403, 430, 435. (*CPSC 142 or 151 is a prerequisite for MATH 383.*)

Requirements for Major in Computer Science

Two plans for majoring in Computer Science are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree. The Bachelor of Arts plan is designed for those students seeking a career in computer science in a business environment. The Bachelor of Science plan is designed for students seeking a career in computer science in a scientific lab or in a software development firm.

Bachelor of Arts Degree: CPSC 144, 151, 152, 275, 370, 380, 490; MATH 201, 281; ACCT 210 or 220, 211, 212; ECON 312; ENGL 209. Strongly recommended are CPSC 280, 478; ECON 200, 280; ACCT 425. Other recommended courses are COMM 206, 301, 302; GENS 210; PHIL 124. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester.

Bachelor of Science Degree: CPSC 151, 152, 222, 275, 280, 330, 370, 380, 490; MATH 201, 202, 354, 383; PHYS 201, 202. Strongly recommended are CPSC 430, 478. Beginning students are expected to complete CPSC 151 and MATH 201 during the first semester.

Requirements for Minor in Computer Science

CPSC 151, 152, 275, 330, 380.

Mathematics Courses

MATH 101 Mathematics for the Liberal Arts Student

4 hours

An introduction for the non-science major to the spirit and flavor of mathematics. Stresses fundamental concepts with the aim of clarifying the importance of mathematics in relation to other branches of knowledge. Topics that may be covered include sets, logic, the number concept, history of mathematics, the nature and use of geometry, computers, computer programming, and logical puzzles.

MATH 103 College Algebra

4 hours

The course prepares the student to take Calculus I and examines sets and operations on sets, numbers systems, solutions to equations, inequalities, functions and graphing, conic sections, synthetic division and the remainder theorem, exponential and logarithm functions, computation with common logarithms. (May not be taken if credit has been earned for MATH 201.)

MATH 104 Trigonometry

2 hours

A study of radian measure, trigonometric functions and their graphs, fundamental identities, conditional trigonometric equations, inverse trigonometric functions, vectors, complex numbers, trigonometric form of complex numbers, and DeMoivre's Theorem.

MATH 201 Calculus I

4 hours

A study of real number system, equations of a line, study of the circle and parabola, functions, limits, and continuity, as well as techniques of differentiation and integration applied to maximum and minimum problems and to related rates. *Prerequisite: 3½ years of high school math, MATH 103, or permission of the instructor.*

MATH 202 Calculus II

4 hours

An examination of the area between two curves, volumes of revolution, and applications. Integration and differentiation of transcendental functions are stressed. Methods of integration including integration by parts, partial fractions, and trigonometric substitution. L'Hopital rule, sequences, and series. *Prerequisite: MATH 201 or equivalent.*

MATH 203 Calculus III

4 hours

The calculus of functions of several variables and of vector valued functions. Topics include vector algebra, analytic geometry of three dimensions, partial differentiation and integration, repeated and multiple integrals, line and surface integrals, and theorems of vector calculus. *Prerequisite: MATH 202.*

MATH 210 Discrete Mathematical Structures

4 hours

The fundamental concepts of mathematics involved in computer science: Induction, elementary counting, combinations and permutations, recursions and recurrence relations, graphs and trees, sorting and searching, and Boolean algebra. (May be taken for credit as CPSC 210.) *Prerequisite: MATH 103 or equivalent.*

MATH 231 Quantitative Methods in Management **2 hours**

This course deals with applications of matrix algebra to business and economics, including problems involving cost minimization and profit maximization. (The necessary matrix algebra will be developed in the course. Primarily designed for students who intend to pursue a career in business.) *Prerequisite: MATH 103 or equivalent.*

MATH 250 Mathematics for Early and Middle Childhood **4 hours**

A course designed in content and teaching style for early and middle childhood pre-service teachers. The course emphasizes active student participation and a field placement component which permits the students to develop materials and evaluation instruments as well as practice the teaching of mathematics concepts including the structure of the number systems, real number properties and the computation derived from them, problem solving strategies, and geometry and measurement. (Required for Middle Childhood.) *Prerequisite: permission of the instructor. Not open to Freshmen.*

MATH 281 Statistical Methods I **4 hours**

An introduction to statistical analysis including frequency distribution and graphic presentation of data, measures of central tendency, relative positions in a distribution, variability, the normal curve and its applications, correlation and regression, probability and statistical inference, testing differences between means, and analysis of variance. (Not open to students with credit for MATH 383.)

MATH 282 Statistical Methods II **2 hours**

A study of multiple regression, correlation, non-parametric methods, time series, index numbers, and decision analysis. *Prerequisite: MATH 281 or equivalent.*

MATH 326 Introduction to Modern Geometry **4 hours**

An introduction to Euclidean and non-Euclidean geometries and synthetic projective geometry, the concept of limit and infinity, geometrical constructions, and recent developments and theorems. *Prerequisites: MATH 201, 202, or permission of the instructor.*

MATH 341 Differential Equations **4 hours**

A study of the methods of solution of ordinary and partial differential equations; applications of differential equations. *Prerequisite: MATH 202.*

MATH 354 Linear Algebra **4 hours**

A study of geometric vectors, matrices and linear equations, real vector spaces, linear transformations and matrices, and inner product spaces. *Prerequisite: MATH 202 or equivalent.*

MATH 383 Probability & Statistics I **4 hours**

An introduction to probability, basic distribution theory, limit theorems, mathematical expectation, probability densities, random variables, sampling distributions, point and interval estimation, tests of hypotheses, regression and correlation, and analysis of variance. *Prerequisite: MATH 202 or permission of the instructor.*

MATH 384 Probability & Statistics II **4 hours**

The application of the concepts of probability to statistical procedures such as sampling estimations, tests of hypothesis, regression theory, and Bayesian methods. *Prerequisite: MATH 383.*

MATH 390 Numerical Analysis **4 hours**

A study of numerical methods in evaluating integrals and differential equations, techniques in finding the roots of polynomials, solving systems of linear equations and matrix manipulation. *Prerequisites: MATH 202 or equivalent; and CPSC 142 or 151. (May be taken for credit as CPSC 390.)*

MATH 400 Modern Abstract Algebra **4 hours**

A study of groups, rings, integral domains, fields, and vector spaces. *Prerequisite: MATH 202 or equivalent.*

MATH 401 Advanced Calculus **4 hours**

A study of the Jacobian and Lagrange multipliers, limits and continuity, completeness of real numbers, sequences, series, Fourier series and orthogonal functions, partial differential equations, and the Implicit Function Theorem. *Prerequisite: MATH 203.*

- MATH 403 Topology and Real Analysis** **4 hours**
 A study of sets and functions, the topology of the real line, metric spaces, convergence, completeness, continuity, topological spaces, compactness, and connectedness. Also considered are differentiation and integration of functions defined on sets. *Prerequisite: MATH 203 or equivalent.*
- MATH 430 History of Mathematics** **2 hours**
 An exploration of the origins and development of mathematics; philosophy of mathematical sciences. Mathematical theories and techniques of each period and their historical evolution are examined.
- MATH 435 Foundations of Mathematics** **4 hours**
 This course gives a mathematical treatment of the basic ideas and results of logic and set theory. Propositional and first-order logic are introduced as a basis for understanding the nature of mathematical constructions and proofs. Its methods are applied to develop Zermelo Fraenkel's axiomatic set theory. *Prerequisite: MATH 103 or equivalent.*
- MATH 477 Mathematics Seminar** **2 hours**
 A study of topics in mathematics. (Open only to juniors and seniors.)
- MATH 480 Methods and Materials in Teaching Mathematics** **2 hours**
 A study of the approved methods in teaching mathematics at the secondary level: class period activities of the teacher; procedures and devices in teaching; organization of materials; testing; aims; modern trends. (May be taken for credit as EDUC 480.)
- MATH 487-488 Independent Study** **2 or 4 hours**
- MATH 490 Senior Project** **2-8 hours.**

Computer Science Courses

- CPSC 101 Computer Applications: Word Processing** **1 hour**
 Students acquire a basic understanding of the Macintosh computing environment and learn effective use of a major word processing package. Some comparative criteria for alternate word processors are investigated so that students can appreciate transferable skills and make appropriate evaluations for their needs of future word processing packages as may become available. May be repeated for credit. (Activity course: CR/NCR only.)
- CPSC 140-150 Programming** **2-4 hours each**
 The following courses provide an introduction to computers by programming in a high level language. The emphasis is programming real-life problems using efficient coding techniques. These courses are for students who want to use the computer as a problem-solving tool or who want to write programs for operating systems, compilers, or artificial intelligence.
- CPSC 142 Programming in FORTRAN** **2 hours**
 The programming assignments in this course will involve applications to science problems.
- CPSC 144 Programming in COBOL** **4 hours**
 The programming assignments in this course will involve applications to business problems.
- CPSC 147 Programming in C** **4 hours**
 The programming assignments in this course will be related to the design of an operating system.
- CPSC 148 Programming in PROLOG** **4 hours**
 The programming assignments in this course will be related to problems in the area of artificial intelligence.
- CPSC 151 Computer Science I** **4 hours**
 An emphasis on techniques of algorithmic design, structured programming, and debugging. This beginning course for computer science majors may also be taken by others who wish to learn PASCAL.
- CPSC 152 Computer Science II** **4 hours**
 An introduction to advanced features of PASCAL including user-defined data structures. The programming assignments will involve the techniques of searching, sorting, and recursion. *Prerequisite: CPSC 151 or equivalent.*

CPSC 200 Computer Applications in the Social Sciences **2 hours**

A study of computer techniques applied to social and behavioral sciences. Topics include language selection, matrix manipulation, basic statistics, econometrics, and profit and analysis packages.

CPSC 210 Discrete Mathetical Structures **4 hours**

The fundamental concepts of mathematics involved in computer science: induction; elementary counting; combinations and permutations; recursions and recurrence relations; graphs and trees; sorting and searching; Boolean algebra. (May be taken for credit as MATH 210.) *Prerequisite: MATH 103 or equivalent.*

CPSC 222 Digital Electronics **4 hours**

An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, readouts, shift registers, bi-directional bus structure, serial-parallel/parallel-serial data conversion, D to A and A to D conversion. (Three hours of lecture and two hours of lab each week. May be taken for credit as PHYS 222.) *Prerequisite: MATH 103 or equivalent or permission of the head of the department.*

CPSC 275 Data Structures and Algorithms **4 hours**

A study of the theory of and advanced techniques for representation of data, including linked-lists, trees, graphs, analysis of algorithms, sorting, searching, and hashing techniques. *Prerequisite: CPSC 152 or equivalent.*

CPSC 280 Assembly Language **4 hours**

A study of assembly language programming methods. Topics include computer organization, assembly process, assembly coding, addressing, binary arithmetic, storage allocation, character and bit manipulation, and debugging techniques. *Prerequisite: CPSC 152 or equivalent.*

CPSC 291 Artificial Intelligence I **2 hours**

The programming assignments in this course are related to problems in the area of artificial intelligence.

CPSC 292 Artificial Intelligence II **2 hours**

A course providing an introduction to the principles and programming methods of artificial intelligence. The fundamental issues involve logic and knowledge presentation, search, and learning. The programming language LISP is introduced and used to manipulate symbolic data. *Prerequisite: Some familiarity with PASCAL.*

CPSC 330 Computer Organization **4 hours**

The application of Boolean algebra to combinational circuit design problems, organization of simplified computer components, adders, arithmetic and logical units, memory organization, architecture, and physical realization of computer systems. *Prerequisite: CPSC 152.*

CPSC 370 Operating Systems **4 hours**

The study of batch processing systems, implementation techniques for parallel processing of input/output and interrupt handling, memory management, system accounting, interprocess communication and interfaces, and deadlocks. *Prerequisite: CPSC 280.*

CPSC 380 Data Base Design **4 hours**

This course presents an in-depth study of the design and the implementation of a data base. Topics include architecture of a data base and the three approaches (relational, network, and hierarchical) to a data base. Also included are experiences with INFO, a relational data base package by Henco. *Prerequisite: CPSC 275.*

CPSC 390 Numerical Analysis **4 hours**

The study of numerical methods of evaluating integrals and differential equations. Techniques in finding the roots of polynomials and solving systems of linear equations and matrix manipulation. (May be taken for credit as MATH 390.) *Prerequisites: CPSC 142 or 151 and MATH 201, 202.*

CPSC 400 Interactive Computer Graphics **4 hours**

A study of graphics on the microcomputer using a graphics software package. *Prerequisite: One high level language.*

CPSC 430 Compiler Design **4 hours**

Techniques of design and implementation of compilers, including lexical analysis, parsing (both L L and L R), syntax-directed translation and symbol table management. *Prerequisite: CPSC 275 or equivalent.*

CPSC 460 Programming Language Structures	4 hours
A study of programming language constructs emphasizing the run-time behavior of programs. Topics include formal grammars, parsing, information binding, data storage, global and local variables and parameters, string handling and list processing. <i>Prerequisite: CPSC 152 or equivalent.</i>	
CPSC 477 Seminar in Computer Science	2 hours
The study of topics in computer science. (Open to juniors and seniors only.)	
CPSC 482 Computers in Education	2 hours
A study of microcomputers and software available for classroom use. Methods for evaluating software will be discussed. Students will design classroom applications. <i>Prerequisite: Permission of instructor.</i>	
CPSC 487-488 Independent Study	2 or 4 hours
CPSC 490 Senior Project	2-8 hours

Philosophy

Aims

To assist the student in discovering and developing sound bases for interpreting self and society through a careful examination of beliefs, actions, and claims to knowledge; to assist the student in becoming aware of the nature and status of philosophical problems, commitments, ideologies, and models that serve as the foundation of human life; and to provide the student who expects to pursue graduate studies in philosophy with a sound basis in the major areas of the field.

Requirements for Major

A major in Philosophy requires satisfactory completion of a minimum of 28 hours, including PHIL 100, 123, 124, 333, 334, 335, plus a Senior Project. The Senior Project is received and evaluated in the final semester of the student's academic program. Related requirements are INTD 251, 252.

The student who is considering graduate work should be aware that many good graduate programs in philosophy require a reading knowledge of French and German.

Requirements for Minor

PHIL 100; either 123 or 124; four hours from PHIL 333, 334, 352, 353; four hours from PHIL 252, 254, 335, 355, 358.

Courses

PHIL 100 Introduction to Philosophy **4 hours**
This course is designed primarily to involve students in an introductory exploration into the range of problems with which philosophers wrestle. "Living issues" confront us in such vital areas as the nature of self, man, mind, values, knowing, freedom, and of philosophy, philosophic outlooks, and religious traditions.

PHIL 123 Basic Logic **4 hours**
A course designed to assist students in developing the ability to recognize the differences between emotional intensity and valid argument, between verbal disputes and conclusions that follow (logically) from premises. Recognition of the bases of these differences and development of the very practical abilities to recognize, construct, and analyze various forms of argument and to detect logical errors (fallacies) are important objectives of the course.

- PHIL 124 Ethics: Personal and Social** **4 hours**
 An examination of various personal and social foundations upon which ethics or morals can be (and have been) built, such as pleasure, happiness, feeling, reason, obligation, usefulness, and relativism; significant moral problems in several areas of life and work; and basic criteria for moral decision-making.
- PHIL 250-259 Special Topics in Philosophy** **2 or 4 hours**
- PHIL 252 Philosophy of Mysticism** **4 hours**
 An examination of what is involved in the experience and claims of several mystical groups or representatives from ancient to contemporary times. The course will emphasize trying to understand the basic claims that mystics make, assessing the kinds of certainty, truth, and insight claimed, and exploring the place of "the mystical" in human experience. (Offered in alternate years.)
- PHIL 254 Contemporary Ethical Issues** **4 hours**
 An orientation to the relatively new attitude toward normative ethical issues; identification and examination of key normative concepts and principles (e.g., honesty, fidelity, loyalty, obligation, autonomy, dependence, paternalism, freedom, justice, self-respect and dignity, and rights) and problems that cut across several areas of social and professional life; and exploration of how these concepts and principles are involved in attempts to solve moral problems in the domains of social life and vocational life in, e.g., public policy, business, and mass communications. (Offered in alternate years.)
- PHIL 333 A Topical History of Philosophy** **4 hours**
 A study of the highlights of philosophical development and change from ancient through contemporary times, focusing on the topics of Metaphysics, Epistemology, Ethics, Political Philosophy, Philosophy of Religion, Analytic Philosophy, Continental Philosophy, and, briefly, Eastern Philosophy. (Offered in alternate years.)
- PHIL 334 Existential Philosophy** **4 hours**
 A study of the works of certain predecessors of existentialism, the influences of Kierkegaard and Nietzsche, and those themes and issues portrayed in selected works of Sartre, Camus, and others that may be taken as typical of that amorphous movement in the history of philosophy known as Existentialism. (Offered in alternate years.)
- PHIL 335 Eastern Philosophies** **4 hours**
 A survey of the basic tenets and dominant features of Indian Philosophy and the basic teachings and characteristics of Buddhist and Chinese Philosophies. (Offered in alternate years.)
- PHIL 350-359 Advanced Topics in Philosophy** **2 or 4 hours**
- PHIL 352 Natural Philosophy** **4 hours**
 An examination of man's changing ideas about the universe. Emphasis is placed upon the role of science as a social institution contributing to these changing beliefs. (Offered in alternate years. May be taken for credit as GENS 101.)
- PHIL 353 History and Philosophy of Science** **4 hours**
 A study of some of the major ideas conceived by western man in attempting to comprehend and describe the natural world. (Offered in alternate years. May be taken for credit as GENS 209.)
- PHIL 355 Philosophy of Religion** **2 or 4 hours**
 An examination of the major aspects of religion from a philosophic perspective. Study will include the religious experience, the meaning and significance of faith, belief and criteria, knowledge, proof, evidence and certainty, concept of deity, and scope and impact of religion in human life. (Offered in alternate years.)
- PHIL 358 Aesthetics, The Arts, and Philosophy** **2 or 4 hours**
 An examination of the nature of aesthetic experience and its relation to other kinds of experience, as well as its place in art production, appreciation and creativity; the notion of "a work of art;" language used in description, interpretation, and evaluation of art; and different interpretations of aesthetics. Opportunities are provided for giving special attention to particular art areas as well as to "the Arts." (Offered in alternate years.)

PHIL 477-478 Senior Seminar**2 hours**

This seminar seldom consists of a general review of all areas of philosophy; the topic or particular area of study is chosen as a result of student and faculty conferences. Student ability, interest, and need are important factors. *Prerequisite: permission of the head of the department.*

PHIL 487-488 Independent Study**2 or 4 hours****PHIL 490 Senior Project****2-8 hours**

Physical Education

Aims

The department of Physical Education offers three tracks, each having two options: Teaching (5-8 or K-12), Sports Communication (Journalism or Broadcasting), and Sports Administration (Sports Services or Sports Management). The curriculum integrates sports and exercise science with education, economics and business, and communications. Emphasis is on developing knowledge and comprehension of the history, philosophy, and current theories in these academic disciplines. Development of the cognitive skills of analysis, synthesis, and evaluation are stressed. Internships provide opportunities for application at a professional level. The curriculum serves as preparation for work utilizing psychomotor skills relating to education, business, communications, and graduate study.

Requirements for Major

All majors in the department are required to complete the following courses: BIOL 100, PHED 167, 243, 244, 326, 327, and a senior project.

In addition, each student must complete one of the following tracks.

Teacher Certification Track: PHED 101, 110, 230, 231, 325, 333, 480, 481; SPED 205; and FINA 225.

K-12 Option: PHED 210, 331, 337, 440.

5-8 Option: Students must choose a second teaching field from Mathematics, Language Arts, Social Studies, General Science, French, German, or Spanish.

To be recommended for certification, the student must also complete the courses in the Professional Education sequence described on p. 96 of this **Bulletin**. *The following Physical Education courses are prerequisite to student teaching: PHED 230, 231, 325, 480, 481.*

Sports Communication Track: 2 hours from PHED 306, 307 or 308, 337, 340, 355, 440, 470; COMM 201, 203 or 204, 304.

Journalism Option: COMM 202, 309, 409; ENGL 100, 209 are recommended.

Broadcasting Option: COMM 206, 261, 271, 310 are recommended.

Sports Administration Track: PHED 337, 471; ECON 200, 210 or 220, 280, 287; ACCT 211; MATH 231, 281, 282.

Sports Services Option: PHED 110, 333, 339.

Sports Management Option: PHED 440; ECON 290; COMM 203.

Courses

PHED 100-165 Physical Education Performance Courses

1 hour each

These courses examine skills in performances; knowledge of strategies, rules, equipment, and methods; participation in forms of sport. PHED 101, 103, 110, 135, 139 may not be repeated for credit. PHED 150-164 may be repeated for credit. (Activity course: CR/NCR only. Exception: PHED 101 and 110 must be taken for a letter grade by students pursuing the Physical Education major.)

PHED 101 Gymnastics

PHED 103 Basic Aquatics

PHED 110 Advanced Aquatics I (Lifeguarding)

PHED 135 Tennis - Badminton

PHED 139 Physical Fitness

PHED 150 Varsity Baseball

PHED 151 Varsity Basketball (M)

PHED 152 Varsity Basketball (W)

PHED 153 Varsity Cross Country (M&W)

PHED 155 Varsity Football

PHED 156 Varsity Golf

PHED 157 Varsity Soccer (M)

PHED 158 Varsity Swimming (M&W)

PHED 161 Varsity Track (M&W)

PHED 162 Varsity Volleyball

PHED 163 Varsity Softball

PHED 164 Varsity Soccer (W)

PHED 167 Introduction to Mammalian Anatomy and Physiology

4 hours

The study of mammalian anatomy as exemplified in the cat. Discussion and study of the functioning of the tissues and organ systems of the human body; lab study of the anatomy of the cat; human physiology. (Not open to students majoring in Biology. May be taken for credit as BIOL 167.)

PHED 200 Wellness: An Orientation to Healthful Lifestyles

4 hours

An examination of global lifestyle issues as they relate to the individual interacting in the community.

PHED 210 Advanced Aquatics II (WSI)

1 hour

This course emphasizes swimming skills leading to Water Safety Instructor's certification. May not be repeated for credit. (Activity course: CR/NCR only. Exception: must be taken for a letter grade by students pursuing the Physical Education major.)

PHED 226 First Aid as Related to the Principles of Biology

2 hours

This course emphasizes the biological principles in the standard first aid and personal safety course of the American Red Cross. Red Cross certificates may be earned by those passing the examination. Opportunity for instructor's certificates is an option at the end of the course. (May be taken for credit as BIOL 105.)

PHED 230 Lab Analysis: Team

2 hours

This course emphasizes skill development and analysis and cognitive acquisition of rules, equipment, strategies, and methods. Sports covered include soccer, volleyball, field hockey, football, basketball, and softball.

PHED 231 Lab Analysis: Individual

2 hours

This course emphasizes skill development and analysis and cognitive acquisition of rules, equipment, strategies, and methods. Sports covered include archery, badminton, dance, golf, tennis, track and field, and gymnastics.

PHED 243 Socio-Psychological Perspective of Physical Activity

4 hours

A consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustment and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered. (May be taken for credit as PSYC 243.)

PHED 244 Philosophical-Historical Perspective of Physical Activity

4 hours

A philosophical inquiry into physical education. Consideration is given to a general philosophical interpretation of the nature and purpose of physical education and review of the historical and philosophical changes in American education with emphasis on the developing roles of professional physical education.

PHED 300-308 Clinics**2 hours each**

These courses prepare students to teach or officiate particular sports within the school environment. Emphasis is on the philosophies, theories, rules, and strategies of competitive athletics.

- PHED 301 Coaching of Football/Basketball**
- PHED 302 Coaching of Baseball/Softball/Volleyball**
- PHED 303 Coaching Soccer/Swimming**
- PHED 304 Coaching of Cross Country/Track and Field**
- PHED 306 Officiating Football/Basketball**
- PHED 307 Officiating Baseball/Softball/Volleyball**
- PHED 308 Officiating Soccer/Swimming/Track and Field/Cross Country**

PHED 309 Intramural Sports**2 hours**

A study of the organization, administration, and objectives of the intramural athletic programs.

PHED 325 Health Education for Children**2 hours**

An examination of the methods and activities appropriate for teaching health in elementary schools.

PHED 326 Kinesiology**2 hours**

An examination of anatomy and mechanics as applied in the study of the human body during physical exercise, with special emphasis on the analysis of motion in specific sports skills and exercise patterns. *Prerequisite: BIOL 167.*

PHED 327 Physiology of Muscular Activity**2 hours**

An examination of anatomy and physiology as applied in the study of the human body during physical exercise, with special emphasis on the application of physiological variables in specific sports skills and exercise patterns. *Prerequisite: BIOL 167.*

PHED 331 Motor Development**2 hours**

An examination of the current theories of motor development and their relationship to the teaching and learning of physical skills. *Prerequisite: EDUC 201.*

PHED 333 Adapted and Therapeutic Physical Activities**2 hours**

An examination of motor development characteristics of physically handicapped students in school and non-school settings.

PHED 337 Organization and Administration of Physical Activities**4 hours**

The underlying philosophy for the organization, structure, administrative policies and procedures, legal aspects, and facility management of physical activity programs.

PHED 339 Camping**2 hours**

The history and philosophy of camping; knowledge and application of the principles and techniques of camping and camp counseling. An overnight field experience is required. *Laboratory fee: \$30.*

PHED 340 Prevention and Care of Injuries**2 hours**

An examination of common hazards of play and athletics, and preventive measures and treatment of injuries. Red Cross First Aid Certificate may be earned by those who pass the examination. *Prerequisite: PHED 226 or permission of the instructor. Laboratory fee: \$30.*

PHED 341 Advanced Athletic Training**4 hours**

Major emphasis is placed on those skills needed by personnel involved in the field of sports medicine. Orthopedic evaluations of injuries, treatment of crisis situations, and study of conditioning and rehabilitation programs will be covered. *Prerequisites: PHED 167, 326, 327, 340. Laboratory fee: \$30.*

PHED 355 Coaching Sport**2 hours**

An examination of the basic philosophy and principles of athletics as integral parts of physical education and general education. State, local, and national regulations and recommendations related to athletics; legal considerations; function and organization of leagues and athletic associations; personal standards and responsibilities of the coach as a leader; public relations; general safety procedures; general principles of budgets, records, purchasing, and facilities.

PHED 430 Movement Analysis**2 hours**

A study of the methods and procedures to analyze and remediate fundamental movement patterns. *Prerequisites: PHED 167, 326.*

PHED 440	Issues in Physical Activities	2 hours
An examination of the current ethical, philosophical, and practical problems facing professionals in the area of physical activities.		
PHED 470	Internship in Sports Communications	2 hours
Professionally supervised experience with an off-campus sports communication agency. <i>Prerequisites: minimum 160 hours required with two on-campus media experiences and a professional observation.</i>		
PHED 471	Internship in Sports Administration	2 hours
Professionally supervised experience with an off-campus sports administration agency. <i>Prerequisites: minimum 160 hours with two on-campus sports administration experiences and a professional observation.</i>		
PHED 480	Methods and Materials in Teaching Physical Education in Secondary Schools	2 hours
Methods and activities appropriate for teaching physical education in secondary schools.		
PHED 481	Methods and Materials in Teaching Physical Education in Elementary Schools	2 hours
Methods and activities appropriate for teaching physical education in elementary schools.		
PHED 487-488	Independent Study	2 or 4 hours
PHED 490	Senior Project	2-8 hours

Physics

Aims

To introduce students to the current body of knowledge expressing the physicist’s concepts of the universe and its physical laws; to provide courses serving the needs of liberal arts students who are concentrating in physics or are interested in the physical and life sciences, medicine, optometry, therapy, engineering, or teaching. Students may choose from a variety of courses to satisfy a distribution requirement, to attain enough competence for a future career in a related field, or to attain sufficient breadth and depth to pursue an advanced degree in physics.

Requirements for Major

A minimum of 42 hours in the department, including PHYS 201, 202, 221, 222, 251, 261, 300, 302, either 305 or 306, 318, 401, either 402 or 404, plus a Senior Project. Those students expecting to do graduate work are urged to take both 305 and 306.

Combined plans with Case Western Reserve University, Columbia University, a dual-degree program with Georgia Institute of Technology, and a Three-Two Plan with Washington University are available to students interested in various engineering or industrial management degrees.

Students interested in careers in engineering, industrial management, mathematical modeling, etc., which might require a background in physics, mathematics, economics, or chemistry, are encouraged to speak to the appropriate department head and the director of the dual-degree engineering program, or to the Director of Interdisciplinary Studies if they wish to design an interdisciplinary program of study more suited to their career goals than a traditional departmental program.

Requirements for Minors

Experimental Physics: PHYS 201, 202, 221, 222. (*MATH 201 is a prerequisite for, or to be taken concurrently with, PHYS 201.*)

Theoretical Physics: PHYS 201, 202, plus eight hours from 251, 261, 300. (*MATH 201 is a prerequisite for, or to be taken concurrently with, PHYS 201.*)

Requirements for Teaching Certification

Only Physics majors who have completed the following courses will be recommended for state certification to teach Physics in the secondary schools: PHYS 201, 202, 221, 251, 261, 300, 305 or 306, 318, 480; the courses in the professional education sequence described on p. 96 of this **Bulletin**. *PHYS 480 is prerequisite to student teaching.*

Courses

PHYS 103 Everyday Physics

4 hours

A study from non-technical and non-mathematical viewpoints of the aims, methods (experimental and theoretical), and achievements in the attempts to understand the basic principles governing the physical world. The course begins with commonplace observations and concrete examples and then proceeds to generalizations and hypotheses which unify them. This course is designed for non-science majors. (May be taken for credit as GENS 103.)

PHYS 151 Astronomy

4 hours

An introduction to modern astronomy, designed for non-science majors. Topics include the history of astronomy, telescopes and spectra, the solar system, stars and stellar evolution, galaxies, and the past and future history of the universe. Although largely descriptive, the physical principles underlying astronomical phenomena are introduced. Labs include evening observation sessions and field trips. (Three hours of lecture and two hours of lab each week. May be taken for credit as GENS 151.)

PHYS 201-202 General Physics I & II

4 hours each

First Semester: mechanics, heat, and wave phenomena. Second Semester: electricity and magnetism, light and selected topics in atomic and nuclear physics. Specifically intended for science, engineering, and other students who have had or are concurrently taking calculus. (Three hours of lecture and two hours of lab each week.)

PHYS 221 Introductory Electronics

4 hours

An introduction to analog electrical devices and components with an emphasis on lab experience and applications. Among the topics considered are DC circuit analysis using Kirchoff's laws, mesh equations, Thevenin's theorem, multimeters and oscilloscopes, AC circuit analysis using complex impedances, capacitors, and inductors, resonance, step function analysis, operational amplifier circuits, and transistors. Three hours of lecture and two hours of lab each week.) *Prerequisite: PHYS 201-202 or permission of the head of the department.*

PHYS 222 Digital Electronics

4 hours

An introduction to digital electronics with applications in instrumentation and computer electronics. Topics include Boolean algebra, basic gates, logic families, encoders-decoders, astable/monostable multivibrators, flip-flops, counters, readouts, shift registers, bi-directional bus structure, serial-parallel/parallel-serial data conversion, and D to A and A to D conversion. (Three hours of lecture and two hours of lab each week. May be taken for credit as CPSC 222.) *Prerequisite: MATH 103 or equivalent or permission of the head of the department.*

PHYS 251 Mechanics

4 hours

A study of particle mechanics, central force motions, motions of rigid bodies, free, forced and coupled oscillations, rotations about an axis, moving coordinates systems, conservation theorems, Lagrange's equations, relativistic mechanics, mechanics of continuous media, and theory of small vibration. *Prerequisite: PHYS 201-202.*

PHYS 261 Electricity and Magnetism

4 hours

A study of electrostatics, magnetostatics, scalar and vector fields, Poynting's vector, electrodynamics, Maxwell's equations, boundary conditions, and wave propagation. *Prerequisite: PHYS 201-202.*

PHYS 300 Modern Physics **4 hours**

A presentation, based on mathematical and physical reasoning, of the foundations of modern physics. Treats the subjects of special relativity, kinetic theory, atomic theory, and introductory quantum mechanics on the level of the Schroedinger equation. (Intended for chemistry, mathematics, physics, or pre-engineering majors.) *Prerequisite: PHYS 201-202 or permission of the head of the department.*

PHYS 302 Thermodynamics and Statistical Mechanics **4 hours**

A study of the physics of thermodynamic systems. Most of the course is devoted to the macroscopic properties of systems, including the first and second laws of thermodynamics, heat, entropy, imposed and natural constraints, equations of state, and applications. Statistical Mechanics is introduced to derive the large scale properties of systems from the microscopic behavior of its elements. Topics include an introduction to probability and statistics, classical statistical mechanics, the Maxwell distribution, and Bose - Einstein and Fermi - Dirac quantum statistics. *Prerequisite: PHYS 201-202.*

PHYS 305 Geometric Optics **2 hours**

The study of light from a non-wave theory standpoint. This course includes the study of reflection, and optical instruments. *Prerequisite: PHYS 201-202 or permission of the head of the department.*

PHYS 306 Physical Optics **2 hours**

Topics covered in this course include interference, dispersion, diffraction, polarization, electromagnetic nature of light, and quantum optics. *Prerequisite: PHYS 201-202.*

PHYS 318 Advanced Physics Lab **2 hours**

Experiments concerning topics covered in PHYS 300 are emphasized.

PHYS 401 Introduction to Quantum Mechanics **4 hours**

A continuation of the study of classical quantum mechanics begun in PHYS 300. Topics include the three-dimensional Schroedinger equation, selection rules, addition of angular momentum, fine structure in hydrogen, exchange symmetry, the Zeeman effect, and stimulated emission. *Prerequisite: PHYS 300 or permission of the head of the department.*

PHYS 402 Introduction to Solid State Physics **2 hours**

This course is concerned with the properties that result from the distribution of electrons in metals, semiconductors, and insulators. It examines how the elementary excitations and imperfections of real solids can be understood in terms of simple models. *Prerequisite: PHYS 300 or permission of the head of the department.*

PHYS 404 Introduction to Nuclear and Particle Physics **2 hours**

An overview of subatomic physics. The course examines the properties and constituents of the nucleus, the strong nuclear force, models of the nucleus, radioactive decay including alpha, beta and gamma decay, and nuclear reactions such as fission and fusion. Particle physics is discussed, including the classes and properties of various subatomic particles, virtual particles, conservation laws, the quark model, the weak force, and parity violation. *Prerequisite: PHYS 300 or permission of the head of the department.*

PHYS 477 Seminar in Physics **2 hours**

A survey of physics for review and correlation of various fields within the discipline. *Prerequisite: Permission of the head of the department.*

PHYS 480 Methods and Materials in Teaching Physical and Life Sciences **4 hours**

A study of the aims and methods of teaching the physical and life sciences in the secondary schools. Special attention is given to teaching general laboratory procedures and techniques of teaching. Each of the departments in the physical and life sciences participates in the program. (May be taken for credit as EDUC 480 or GENS 480.) *Prerequisite: 16 hours in one of the physical or life sciences or permission of the instructor.*

PHYS 487-488 Independent Study **2 or 4 hours**

PHYS 490 Senior Project **2-6 hours**

Research problems in theoretical or experimental physics. Experimental physics projects are offered in such areas as applied optics, electronics, radio astronomy, electron spin resonance, optical fibers, and various solid state subjects: conductivity measurements in semiconductors, charge-coupled devices, GaAs/GaAlAs quantum wells, and others. Theoretical physics projects are unlimited in scope, and often involve computer modeling of physical systems. All projects are arranged through consultation with the student's advisor.

Professional Studies

Aims

To provide students with a general and specialized body of knowledge that can be used to benefit society and enrich the mission of Bethany College. To give students specialized skills and professional authority in selected professional fields of education and social service. To acquaint students with basic theories, research techniques, and applied practices in education and social work and to prepare students for graduate study in these disciplines.

Programs

The Department of Professional Studies offers courses and majors in Education (Elementary Education Grades K-8, Middle Childhood Education Grades 5-8; Education for Non-School Settings) and in Social Work, minors in Secondary Education and in Specific Learning Disabilities, and courses in Sociology and in Special Education. The Department also cooperates with the Department of Psychology in offering an Interdisciplinary Studies major in Education and Psychology.

Education

Aims for Education

To develop a teacher who is a self-directed decision maker who recognizes the need for personal and professional growth, has the skills necessary to pursue it, and is secure enough to engage in personal and professional self-evaluation. To develop a teacher who can recognize the needs of young people and utilize the liberal arts background, content preparation, and the principles of education in attempting to meet those needs, who can facilitate the acquisition of knowledge for that purpose, and who can provide an educational environment to enhance the development (social, emotional, cognitive, and physical) of individuals so that they may make sense of their world and make decisions effectively within that world. To develop a teacher who can interact effectively within community and school environments and who has the skill and willingness to communicate with people of all ages and backgrounds. To develop a teacher who analyzes emerging trends and thinks critically about them in the attempt to arrive at a humane balance between the needs of the child, the needs of society, and personal needs in order to perform effectively and ethically. In summary, to develop a teacher who is a perceptive and aware person who can employ intellectual skills and knowledge to think critically and pursue self-directed goals.

Requirements for Majors in Education

Elementary Education (K-8): A student seeking certification to teach in the elementary school must follow the courses of study for Multi-Subjects K-4 and 5-8. This allows the student to teach in the self-contained classroom. The student must complete the Professional Education requirements listed below and take related required courses. A complete listing of these courses is contained in the *Guide to Teacher Education* available in the Department office. Students interested in this program should seek early Departmental guidance in making Perspectives course choices. A Middle Childhood specialization may be added to the elementary certificate if requirements for both levels are met. Specific Learning Disabilities certification is also possible for a student wishing to teach in Special Education.

Middle Childhood Education (5-8): A student seeking certification to teach in middle childhood settings (Middle School and Junior High School) must complete the Professional Education requirements listed below and the requirements for two subject area teaching fields from French, General Science, German, Language Arts, Mathematics, Physical Education, Social Studies, and Spanish. Specific requirements are contained in the *Guide to Teacher Education* available in the Departmental office. Students interested in this program should seek early Department guidance. With advisement and permission, Middle Childhood certification may be added to Elementary or Secondary certification.

Education for Non-School Settings: This major without public school certification allows students to prepare for a variety of educational roles in non-school settings such as developing and implementing training programs in business and industry, policy planning for state and federal agencies, and instructing in foundation areas in higher education. Courses required are EDUC 201, 202, 242, 302, 348, 401, 410, 475, 490. In addition each student must propose a program of study in one area of specialization: Human Resources Management and Training; Education Policy Planning; Educational Foundations; other identifiable pre-professional areas of study within the discipline.

Interdisciplinary Studies Education and Psychology: The Department cooperates with the Psychology Department to offer an interdisciplinary major for students interested in preparing for school and child related careers. Information concerning this major appears in the listing of the Interdisciplinary Studies Department on p. 96 of this **Bulletin**.

Requirements for Minors in Education

Secondary Education: EDUC 202, 242, 348, 401, 410, 428, 440, 470, 475. (Students seeking certification for grades 5-12 should also take EDUC 201.)

Specific Learning Disabilities: SPED 205, 206, 310, 320, 470 or 475; PSYC 315. (Students seeking certification for grades K-8 should complete the sequence for Elementary Education K-8 described above.)

Teacher Preparation

Requirements for Certification: A student preparing for certification must plan to complete: (1) the requirements for graduation as described on p. 96 of this **Bulletin**; (2) the testing program required by the West Virginia Board of Education in the areas of reading, mathematics, writing, speaking, and listening; (3) a selection of courses providing appropriate background for teaching in a particular field; (4) a sequence of professional education courses and experiences designed to give broad understanding of concepts and skills in teaching.

Bethany is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is a party to the interstate compact for reciprocity in certification through the West Virginia Board of Education approval of all certification programs offered at Bethany College.

To become eligible for teacher certification, the student must complete a College and state-approved program. It is the student's responsibility to seek appropriate counseling from the Department, preferably early in the freshman year, and to become familiar with all of the requirements. A *Guide to Teacher Education*, available in the Departmental Office, gives a full description of all programs.

The department recognizes abilities which students may already have in a given subject matter area and assists them in planning their program accordingly. Waivers or advanced standing granted by the College can be noted on official transcripts so that courses from which a student is exempted may be applied toward certification.

Leadership of children and youth groups, summer camps, scouts, church school, playground supervision, etc., is strongly recommended.

A period of observation and participation in a school is an important and integral part of the education curriculum. Education students are encouraged to consider observation and participation in an educational agency when planning intercultural and/or citizenship practicums.

Each student is responsible for planning a program for meeting certification requirements.

Professional Education: Students preparing to teach at any level must complete the sequence of required professional courses. Required courses cannot be taken credit-no credit.

First Semester	Credit	Second Semester	Credit
Freshman			
PSYC 100 General Psychology	4		
Sophomore			
EDUC 201 Human Development I	4	EDUC 202 Human Development II	4
		EDUC 242 Principles and Curriculum in the Public School	2
(Students must apply for admission to Teacher Education during EDUC 242)			
Junior			
Appropriate methods course(s)	2-4	EDUC 348 Professional Practicum	4
		Appropriate methods course(s)	2-4
(Students must apply for the Professional Year during EDUC 348)			
Senior Professional Block			
EDUC/PSYC 410		EDUC 401 History and	
Tests and Measurements	2	Philosophy of Education	2
EDUC/SPED 470 Observation and Directed Teaching	8		
EDUC 440 Teaching Reading in the Content Areas	2		
Appropriate methods seminar(s)	4		
(No other courses permitted)			

Secondary Education: Students preparing to teach in secondary schools are expected to follow the sequence of required education courses listed in the Professional Education sequence. General distribution requirements, other requirements for graduation, and requirements for the student's major must be added. The required education courses cannot be taken credit-no credit.

Students preparing to teach at the secondary level should discuss their program with the Director of Teacher Preparation Programs, as well as the person responsible for the Teacher Education Program in the major field. Students interested in English, French, General Science, German, Mathematics, Physical Education, Social Studies, and Spanish must complete the Middle Childhood (5-8) program in their field. Physical Education candidates may plan for K-12 certification. A *Guide to Teacher Education* gives the full description of all programs leading to certification in West Virginia. The *Guide* is available in the Departmental office.

Teaching fields include: Biology, Chemistry, English, French, German, Physical Education, Physics, Social Studies, Spanish.

Admission to Teacher Education: During EDUC 242 (Principles and Curriculum in the Public School), written application for admission to teacher education should be submitted to the Director of Teacher Preparation Programs on forms obtained from the Department office.

The following criteria must be met to be admitted to the program:

1. Grade-point average: 2.50 overall, in education, and in proposed field of study.
2. Two positive recommendations from faculty and/or staff of Bethany College.
3. Successful scores on the Preprofessional Skills Test (reading, mathematics, and writing).
4. Positive recommendation by the Department.

The student may be granted full admission, provisional admission, or may be denied admission. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Continuation in Teacher Education: A student must maintain the required level of performance and must show continued professional behavior. A student's qualifications may be reviewed at the end of any semester if such a review is deemed necessary.

Admission to the Professional Year: During EDUC 348 (Professional Practicum), each student must apply for admission to the professional year which includes student teaching. The following criteria must be met:

1. Successful completion of the speaking activities on ACT-Comp.
2. Successful completion of the Listening Test.
3. Grade-point Average: 2.50 overall, in education and in the field(s) of study.
4. Positive recommendations from the department in which the student is seeking certification.
5. Positive recommendation from the Department.
6. Successful completion of all appropriate prerequisite courses.

The student may be granted full admission, provisional admission, or may be denied admission. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Competency-Based Professional Block: Student teaching is conducted for the entire first semester of the senior year in area schools or off-campus centers. Related course work is integrated with student teaching to provide direct application to field experience. Students assigned to off-campus centers may need to live in the community where the center is located. The College will assist in locating housing if desired, and with other details of the arrangement.

Students are not permitted to schedule courses in conflict with the block during the semester they are enrolled in it, or carry extra-curricular activities which interfere with the requirements imposed by the block. Arrangements can usually be made for practice and participation in varsity sports. Any exceptions to the above must be approved by the head of the department concerned and by the Dean of Faculty. Students should *not* register for other than the prescribed Professional Block courses without written permission from the Director of Teacher Preparation Programs.

Application for Certification: Following completion of student teaching and near the completion of the program, each student should initiate application procedures for certification. The following criteria must be met for certification in West Virginia:

1. Grade-point Average: 2.50 overall, in education, and in the area(s) of certification.
2. Successful completion of the West Virginia Board of Education Subject Area competency examination.
3. Successful completion of the Comprehensive Examination in the major and in Education (Secondary Certification candidates should see the Director of Teacher Preparation Programs).
4. Successful completion of student teaching and all required course work.
5. Recommendations from the Department and from the student's area of certification.
6. All requirements for the initial degree must be met.

Note: Graduation from Bethany College does not guarantee certification in the state of West Virginia. The student must meet all the criteria for certification as determined by the College and by the West Virginia Board of Education.

All required testing can be arranged through the Director of Teacher Preparation Programs at the appropriate times in the student's career at Bethany College.

The student may be recommended for full certification at the initial level, or may be eligible for a temporary permit. A student who fails to meet criteria may be denied recommendation. Appeal of the decision can be made through the Director of Teacher Preparation Programs to the Educational Personnel Preparation Advisory Committee. A full description of criteria and procedures can be found in the *Guide to Teacher Education*.

Education Courses

EDUC 201 Human Development I

4 hours

The study of individual and group development from infancy to adolescence. Observation and first-hand contacts with children are included. Educational programs are considered in terms of the total child development. May be taken for credit as SOWO 201. *Freshmen not admitted.*

EDUC 202 Human Development II

4 hours

The study of individual and group development from adolescence through senescence. Applications are made in relation to learning theory, self-understanding, and preparation for working with young people. May be taken for credit as SOWO 202. *Freshmen not admitted.*

EDUC 242 Principles and Curriculum of the Public School

2 hours

An introductory course exploring the goals of education and their implementation, the role of the teacher, and professional concerns while applying the concepts of human development.

EDUC 275 Student Development in Higher Education

2 hours

A study of the philosophy of higher education and the development of the individual student within the college environment. Emphasis is placed upon personal growth, communication skills, group dynamics, and residence hall programming. Didactic and experiential learning in the areas of personal, academic, and vocational counseling is included. *Enrollment limited to Resident Assistants.*

EDUC 300-309 Issues in Education

Courses focusing on special topics in Education for majors and non-majors.

EDUC 300 Juveniles, Law, and School

4 hours

A review of the social and legal status of juveniles to 1899, through the Warren Court, and today. Law libraries, Supreme Court decisions, juvenile authorities, detention centers, and school and college authorities will provide applications for the basic concept of justice as it applies to juveniles in this country.

EDUC 301 Educational Ethnography: Field Research in the Schools

4 hours

An investigation of the process of constructing, through direct observation, a theory of the working of a particular culture (i.e., schools). Students study the theoretical base, rationale, and methodology used in collecting and analyzing data by means of an ethnographic approach.

EDUC 344 Teaching Skills Laboratory

Non-credit

The study and practice of specific teaching skills related to the technical and media areas of education. Students must complete the required work prior to student teaching. Information related to the course work is available from the Department office.

EDUC 345 Methods and Content in Elementary and Middle Childhood I: Mathematics

4 hours

The practical application of arithmetical skills, including the understanding of fundamental processes, comparison of different philosophies in teaching arithmetic, the elements of modern math, and the theoretical and practical application of the metric system at all levels of the curriculum. Classroom experience in public schools. *Prerequisites: MATH 250 or permission of the instructor; EDUC 242.*

EDUC 346 Methods and Content in Elementary and Middle Childhood II: Language Arts

4 hours

An exploration of teaching the skills of reading, listening, speaking, and writing as they relate to the total curriculum. Emphasis is on teaching of reading and the integration of the related areas in language arts. Students are expected to demonstrate competence in appropriate audio-visual aids. Classroom experience in public schools. *Prerequisite: EDUC 242.*

EDUC 348 Professional Practicum

4 hours

An experience to prepare the prospective teacher for a professional role as observer and participant in the classroom. *Prerequisite: EDUC 242.*

EDUC 350 Reading: Diagnosis and Prescription

2 hours

The study of methods for dealing with reading disabilities within the content areas. Format includes diagnosis of specific problems and their origins as well as prescription for correction and remediation. Those enrolled in the course participate in laboratory situations to tutor disabled readers. (To be taken following or concurrent with EDUC 346.)

EDUC 355 Mathematics: Diagnosis and Prescription

2 hours

The study of methods for dealing with corrective and remedial situations in mathematics. Format includes diagnosis of specific problems and their origins as well as prescription for corrections and remediation. Those enrolled in the course participate in laboratory situations to tutor students with problems in mathematics. (To be taken following or concurrent with EDUC 345.)

EDUC 401 History and Philosophy of Education

2 hours

A study of the development of modern education in social, historical, and philosophical perspective, emphasizing backgrounds of present practices, current problems, and issues. Current practice is analyzed in terms of philosophic rationale and applications are made to the school situation.

EDUC 410 Tests and Measurements

2 hours

This course provides students with a basic understanding of testing procedures used to evaluate student achievement and to measure outcomes. Serious knowledge and skill tests are explored with an emphasis on special populations. (May be taken for credit as PSYC 410.)

EDUC 428 Principles and Techniques of Secondary Education

4 hours

An examination of aims, functions, and curriculum organization of middle, junior high, and senior high schools. Basic strategies, materials, and techniques, including evaluation applicable to teaching, are integrated with a full semester of student teaching in schools. Certification and employment procedures, professional practices, and continuing education are also considered. *Prerequisite: EDUC 348.*

EDUC 440 Teaching Reading in the Content Areas

2 hours

This course presents the principles of reading and the strategies appropriate for facilitating reading to learn in the content areas K-12. Included are assessment and readability procedures for the classroom teacher and study skills instruction with experiential application.

EDUC 447 Methods and Content in Elementary and Middle Childhood III: Science **2 hours**
The study of the concepts of the sciences approached through various methods, including unit study, inquiry, experimentation, and the process approach. Practical application in school situation. *Prerequisite: EDUC 348.*

EDUC 448 Methods and Content in Elementary and Middle Childhood IV: Social Studies **2 hours**
The study of the concepts of social studies approached through various methods, including unit study, inquiry experimentation, and the process approach. Practical application in school situation. *Prerequisite: EDUC 348.*

EDUC 470 Observation and Directed Teaching **4 or 8 hours**
Directed full-semester or half-semester observation and student teaching in schools with partial assignments in appropriate grade levels; to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make applications for student teaching prior to advance registration. Other courses or activities which might interfere with student teaching are not permitted. (Concurrent with enrollment in the Education Block. CR/NCR only.)

EDUC 475 Professional Internship **4 hours**
Participation in an adult training and/or educational program appropriate to the student's area of study and potential employment. Students apply the skills and knowledge gained in previous courses.

EDUC 480 Methods and Materials in Teaching **2 or 4 hours**
See courses numbered 480 offered by Biology, Chemistry, English, Fine Arts, Foreign Languages, General Sciences, Mathematics, Physical Education, Physics, Psychology, and Social Sciences.

EDUC 484 Methods of Teaching English as a Foreign Language **2 hours**
A directed study of techniques for teaching English vocabulary, spelling, and grammar to native speakers of other languages. Practical experience through tutoring.

EDUC 487-488 Independent Study **2 or 4 hours**

EDUC 490 Senior Project **2-8 hours**

Special Education Courses

SPED 205 Introduction to the Exceptional Learner **2 hours**
A study of recent social, legal, and educational trends related to the handicapped student and of the characteristics and educational methods for various areas of exceptionalities. This course is designed to serve as an integral part of the preparation of teachers of Specific Learning Disabled students and others who are involved with exceptional students educationally.

SPED 206 Educating the Learning Disabilities Student **4 hours**
A study of the history of learning disabilities, characteristics of the SLD student, the referral process (including pre-referral, placement, and IEP development,) and the service delivery system. The role and responsibilities of the SLD teacher, general educator, parents, and SLD student are examined with particular emphasis given to legislation and litigation which contributed to the field of learning disabilities. *Prerequisite: SPED 205.*

SPED 300-309 Issues in Special Education
SPED 300 Teaching Exceptional Students in Mainstream Classes

2 hours
An introduction to the instruction of exceptional children within the mainstream. Characteristics of exceptional learners, instructional strategies, the responsibilities of classroom teachers in the referral process, and significant legislation and its implications are emphasized.

SPED 310 Assessment and Evaluation for Learning Disabilities **2 hours**
The study of a variety of assessment instruments for the purpose of educational evaluation, placement, diagnosis, and intervention. Students administer formal tests and develop informal tests as a means of acquiring skills with standardized, norm-referenced, criterion-referenced, diagnostic, and achievement tests to provide appropriate educational programs for the learning disabled student.

SPED 320 Teaching Methods for Specific Learning Disabilities:

Early and Middle Childhood

2 hours

A study of SLD methods for early and middle childhood that stresses intervention strategies for different levels of severity. This course is designed to instruct Specific Learning Disabled (SLD) teachers in methods and models of intervention and synthesis of the diagnostic-prescriptive model. *Prerequisite: SPED 206.*

SPED 470 Observation and Directed Teaching:

Specific Learning Disabilities

4 hours

A directed half-semester observation and student teaching in schools with partial assignments in appropriate specific learning disabilities placements, to include weekly student teaching seminars and a minimum of 150 clock hours actual teaching. Students must make application for student teaching prior to advance registration. Other course or activities which might interfere with student teaching are not permitted. (Concurrent with enrollment in the Education Block. CR/NCR only.)

SPED 475 Professional Internship

4 hours

Participation in an adult training and/or educational program appropriate to the student's area of study and potential employment. Students apply the skills and knowledge gained in previous courses.

Social Work

Aims for Social Work

To prepare students for beginning social work practice. Students are prepared for generalist practice to work with individuals, families, groups, and communities. To accomplish the goal students complete liberal arts course offerings and major course requirements in social work and sociology. Students gain knowledge in sequence areas including social welfare policy, human behavior and the social environment, research, practice, and field experience.

Requirements for Major in Social Work

The purpose of the social work program is to prepare the student for beginning social work practice. Students will accomplish this goal by completing the following courses: SOWO 120, 201, 202, 220, 310, 340, 350, 352, 470, 477, 490; BIOL 100, 167; SOCI 210. Students are advised to take selected perspective courses to complete the Social Work major. Students majoring in social work are expected to complete the liberal arts required courses before they begin the professional study courses for the major. Social Work courses must be taken in sequence, and students may not take the field placement course (SOWO 470) without first completing all other required social work courses. SOWO 120 is a prerequisite to all courses in Social Work except SOWO 125-129. The Social Work program is accredited at the BSW level by the Council on Social Work Education.

Social Work Courses

SOWO 120 Introduction to Social Welfare and Social Work **2 hours**

An examination of the origin and development of social welfare as an institution in the United States. Examination of the role of the social worker, and the place of the profession in society. Arranged field experience.

SOWO 125-150 Special Topics in Social Work **2 or 4 hours each**

Seminars in this category take up special topics of mutual concern to faculty and students.

SOWO 125 Family and Child Welfare **2 hours**

A comprehensive study of the principal child welfare services. It begins by defining child welfare, placing it as a field of practice within social work, and presents a scheme for the categorization of child welfare problems in terms of role theory. It provides a historical perspective on how and why welfare services developed to describe the current socioeconomic context in which they operate. Topics covered include adoption, child abuse and neglect, day care, foster care, and other child caring institutions.

SOWO 128 Dysfunctional Families **2 hours**

This course examines the structure and function of the dysfunctional family. Students explore differences in makeup of functional and dysfunctional families and discuss role-formation within the dysfunctional family structure. (Offered only during January Term.)

SOWO 130 Alcohol Use & Abuse **2 hours**

A presentation of alcohol education to those interested in better understanding the effects of alcohol on individuals, families, and the community at large. Topics for study include the use and misuse of alcohol throughout history, effects of alcohol on the human body, personal and societal costs of drinking, etiology of alcoholism, and considerations for special populations.

SOWO 135 Working With the Aged **2 hours**

A study of the biological, psychological, social, economic, cultural, and spiritual factors of the aged in society. The course is an overview for persons in the helping professions who want to work with older people individually or with members of families, groups, or organizations. Research efforts are presented that illuminate our present knowledge about various aspects of aging and about the heterogeneous elderly population in the United States.

SOWO 140 Appalachian Culture and Lifestyle **2 hours**

A study of the cultural and lifestyle characteristics unique to the Appalachian region. Emphasis is placed on the aspects of rural community living and the societal impact on individuals based on economic, political, and geographical constraints.

SOWO 145 Women's Issues Across the Life Span**4 hours**

An examination of the dilemmas facing women at various points throughout the life cycle. The study includes an exploration of the historical underpinnings of the women's movement, formation of female gender identity in childhood, followed by emphasis on adulthood, middle adulthood, and the later years of life.

SOWO 151-159**1 hour each**

These courses are Activity courses and may be taken on a CR/NCR basis only.

SOWO 151 Students Offering Support**SOWO 152 Self-Defense and Rape Prevention****SOWO 201 Human Development I****4 hours**

The study of individual and group development from infancy to adolescence. Observation and first-hand contacts with children are included. Educational programs are considered in terms of total child development. (May be taken for credit as EDUC 201.) *Freshmen not admitted.*

SOWO 202 Human Development II**4 hours**

The study of individual and group development from adolescence through senescence. Applications are made in relation to learning theory, self-understanding, and preparation for working with young people. (May be taken for credit as EDUC 202.) *Freshmen not admitted.*

SOWO 220 Social Welfare Policies and Services**4 hours**

The examination of the social political and economic context of social welfare policies and programs. Analysis of specific policy issues and their implications for professional social work practice.

SOWO 310 Human Behavior and the Social Environment**4 hours**

An exploration of the person as an individual with the continuing potential for growth and change. The developmental process of the individual across the life span is studied with an emphasis on interaction with the social environment. The bio-psycho-socio-cultural determinants of behavior are studied integrating knowledge of the person-in-his/her situation. *Prerequisites: BIOL 100, 167.*

SOWO 340 Research Methods and Statistics**4 hours**

An introduction to the study and use of qualitative and quantitative methods. It includes both statistical and sociological analysis of social phenomena. The statistical study deals with numbers, frequencies, means, variance, regressions, multivariate analyses and SPSS. The sociological study deals with the process of conducting social research, application of statistics, and computer technology. (May be taken for credit as SOSC 340.) *Prerequisite: MATH 281.*

SOWO 350 Social Work Practice I**4 hours**

The first course in knowledge, skill, and value development for generalist practice. Basic theories and concepts undergirding skills for professional social work practice. Study focuses on professional values, social work roles, and social work client relationships. Skills in interviewing, data collection, and case recording are explored and practiced. Required field experience.

SOWO 352 Social Work Practice II**4 hours**

The second course in knowledge, skill, and value development for generalist practice. In-depth and advanced examination of the social work process. Problem solving and intervention strategies are studied in relation to prevention, maintenance, and rehabilitation. The skill of social work practice is explored in the context of current programs and practice methods. Required field experience.

SOWO 455 Social Work Practice III**4 hours**

The third course in knowledge, skill, and value development for generalist practice. Provides advanced professional knowledge which examines problems and issues of social work practice. The transitional role of the student moving from an undergraduate academic setting to the world of work and/or graduate study will be explored. Need for specific content not previously available to the student is arranged. Required field experience.

SOWO 470 Field Placement**12 hours**

An educationally directed internship experience in a social welfare agency or program as a social work practitioner. The field experience involves five full days each week during the fall semester of the senior year. The placement is designed to test and increase student practice skills with the goal of self direction and the appropriate use of supervision and consultation within the social work practice setting.

SOWO 487-488 Independent Study**2 or 4 hours**

Studies may be planned as extensions of, or separate from, existing Social Work offerings.

SOWO 490 Senior Project**2-8 hours**

Study is a directed research project in a specialized concentration of social work practice designed to allow the student to integrate both the field placement experience and academic knowledge.

Sociology Courses

SOCI 150 Society and Social Issue**4 hours**

An introduction to the basic concepts and perspectives of the study of society, including analysis of the principal institutions, social processes, and social problems experienced in contemporary society.

SOCI 210 Human Diversity**2 hours**

This course explores areas of human diversity, including race, religion, gender, national origin, socioeconomic status, developmental challenges, and alternative lifestyle choices. Using the systems approach to understanding human behavior, students study the impact of such diversity on developmental tasks at the individual, family, and societal levels. Interventions, needs of the population, and available community services are explored.

SOCI 340 Research Methods and Statistics**4 hours**

An introduction to the study and use of qualitative and quantitative methods. It includes both statistical and sociological analysis of social phenomena. The statistical study deals with numbers, frequencies, means, variance, regressions, multivariate analyses, and SPSS. The sociological study deals with the process of conducting social research, application of statistics, and computer technology. (May be taken for credit as SOWO 340.) *Prerequisite: MATH 281.*

SOCI 487-488 Independent Study**2 or 4 hours**

Studies may be planned as extensions of, or separate from, existing Department offerings.

Psychology

Aims

To assist the student in gaining a basic knowledge of psychology as the science of human behavior; to foster development of social awareness and social adjustment through an understanding of the fundamental similarities and differences among people; to encourage both original and critical thinking; and to give background preparation for professions which deal with individual and group behavior.

Requirements for Major

Two plans for majoring in Psychology are offered — one leading to the Bachelor of Arts degree and the other to the Bachelor of Science degree.

The Bachelor of Science plan is designed for students most interested in the scientific aspects of psychology, particularly for those who are considering graduate work in experimental or clinical psychology. Most Ph. D. programs in experimental or clinical psychology require the types of undergraduate courses included in the Bachelor of Science plan.

The Bachelor of Arts plan is flexible, and can be designed to meet the needs of students who wish to pursue masters-level education in a variety of fields, such as counseling, organizational psychology, and guidance, desire a broad undergraduate education and graduate education in areas outside of psychology, such as business, law, and education, or seek a broadly applicable undergraduate degree.

Requirements for the Bachelor of Science Degree

The Bachelor of Science degree requires a minimum of 30 hours in the department, including PSYC 100, 205, 206, 311, 312, 415, and 477, as well as a Senior Project. Six hours are also required in natural science. Two of these must be in a biology course stressing animal biology, physiology, or genetics. The remaining four hours may be in similar biology courses, physics, or chemistry (including CHEM 100).

Students planning on graduate school in psychology are also advised to take at least one course in calculus and to obtain some skills in computer use. It should also be kept in mind that most graduate schools require a reading knowledge of one or two foreign languages, usually French, German, or Spanish.

Requirements for the Bachelor of Arts Degree

The Bachelor of Arts degree requires a minimum of 24 hours in the department, including PSYC 100, 205, 206, 415, and 477, plus a Senior Project. Depending upon the direction of the student's interests, the department sees as particularly useful and relevant courses in sociology, social work, philosophy, child and adolescent development, biology, and the history of scientific thought.

Requirements for Teaching Certification

Only Psychology majors who have completed the following courses will be recommended for state certification to teach Social Studies in the secondary schools: HIST 101, 102, 201, 202, 225; SOCI 100; ECON 200; GENS 202 or SOSC 302; POLS 225; INTD 100; RELS 100; PSYC 480; the requirements for certification for Social Studies Middle Childhood Education 5-8; the courses in the professional education sequence described on p. 96 of this **Bulletin**. *PSYC 480 is prerequisite to student teaching.*

Courses

PSYC 100 General Psychology **4 hours**
An introduction to the general field of psychology, including learning, motivation, sensation, perception, cognition, personality, abnormal behavior, testing, physiological psychology, and social psychology.

PSYC 101 Lab Experience **1 hour**
This course provides exposure to experimentation and data analysis in the field of psychology. (Must be taken for a letter grade.) *Open only to transfer students who have completed an introductory psychology course not including a laboratory component.*

PSYC 182 Psychology of Love **2 hours**
This course is a psychological examination of various topics in the areas of love and intimacy, including the nature of love, the importance of communication, openness and authenticity, infatuation and passion, jealousy, self-esteem, sexuality, marriage and divorce, and overdependency. The emphasis is on learning to use the knowledge gained to increase the capacity for love of self and others. (Offered only during January Term.)

PSYC 188 Psychology of Death and Dying **2 hours**
This course is an examination of various topics in the area of death and dying, including attitudes toward death, stages of dying, grief and mourning, children and death, funeral practices, suicide, and immortality. The emphasis is on learning to live a deeper and more meaningful life through exploring the importance of death. (Offered only during January Term.)

PSYC 205 Quantitative Methods in Psychology **4 hours**
An introduction to the basic problems and techniques of measurement in psychology and to basic statistical techniques used in psychological research. This course also includes an introduction to designs for research and experimentation.

PSYC 206 Research Methodology **4 hours**
An intermediate level examination of various types of research design, and important issues in design and statistical analysis. Students propose pilot research projects as an application of principles covered in the course. *Prerequisite: PSYC 205 or MATH 281.*

PSYC 210 Psychology of Women **4 hours**

This course provides a critical survey of empirical and theoretical treatments of the female experience. The intellectual, motivational, biological, and cultural factors which influence women throughout the life cycle will be discussed.

PSYC 224 Psychology of Personal Growth **4 hours**

This course is for students who wish to expand their self-awareness and explore choices available to them in significant areas of their lives. Topics include self-concept and self-esteem, relationships, communication, stress management, sex roles and sexuality, time management and goal-setting, career planning, and developing a meaningful philosophy of life. Students should be willing to share thoughts and feelings about significant topics in small-group discussions. *Not open to students who have taken FSEM 111: Education of the Self.*

PSYC 243 Socio-Psychological Perspective of Physical Activities **4 hours**

A consideration of small sport groups as micro-social systems; application of group dynamics theory and small group research to the study of sport groups; investigation of the influence of group member characteristics, environmental factors, interpersonal relations, and group structural characteristics on individual member adjustments and group effectiveness. Designed to investigate those aspects of psychology which influence the performance and the participant in sport. Additional factors such as motives, arousal, aggression, and other socio-psychological variables will be covered. (May be taken for credit as PHED 243.)

PSYC 250 Psychology of African-American Experience **2 hours**

An examination of historical and contemporary factors which differentiate the experiences of African-Americans from other Americans. Students examine mainstream psychological treatment of the African-American experience and pose alternative approaches. (Offered only during January Term.)

PSYC 287 Organizations and Human Behavior **4 hours**

A study of specific aspects of organization culture such as motivation, conflict, power, and leadership. Exercises and simulations are emphasized which focus on improving the effectiveness of organizations by strengthening human processes. (May be taken for credit as ECON 287.)

PSYC 311 Experimental Psychology I **4 hours**

This course gives students experience, at the intermediate level, with the research process within psychology. Students will engage in experimental work in the areas of perception, cognition, and social processes. Some familiarity with computers is desirable. *Prerequisites: PSYC 100, 205.*

PSYC 312 Experimental Psychology II **4 hours**

A continuation of PSYC 311, covering the areas of learning and motivation. *Prerequisites: PSYC 100, 205.*

PSYC 315 Modification of Behavior **2 hours**

The course has two main aims: to help the student learn systematically to analyze behavior in terms of reinforcement principles and to help the student develop skills in the application of these principles to the modification of behavior in practical situations. Examples of the latter arise in the areas of behavior disorder, child-rearing, the work situation, and habit change.

PSYC 324 Personality: Theory and Application **4 hours**

The course covers major theories of personality and principles of personal adjustment and growth, including development, motivation, dynamics, problems in group living, and intellectual, emotional, and social adjustment. The course should be valuable to the potential doctor, nurse, social worker, child-care worker, teacher, or parent.

PSYC 325 Abnormal Psychology **4 hours**

This course explores development, dynamics, social significance, and theoretical implications of deviant behavior. While the traditional psychiatric diagnostic categories are studied, there is a strong emphasis upon alternative approaches to the medical model of abnormality. The concepts of normality and abnormality in relation to cultural norms and stereotypes are examined in depth. The course should prove particularly useful to students planning a career in the helping professions.

PSYC 326 Social Psychology**4 hours**

The aspects of social behavior and specific social issues are examined within the context of theory and experimental research. Topics include social factors in development, cooperation and competition, aggression, racial and social-class differences in personality, motivation, language, attitudes and attitude change, authoritarianism and obedience, and interpersonal and group processes (affiliation, attraction, perception, conformity, and leadership).

PSYC 327 Seminar in Theories and Techniques of Psychotherapy and Counseling**4 hours**

The course provides the student with a basic knowledge of the varied theories and techniques used in professional psychotherapy and counseling. Both academic and experiential learning are included, which should be particularly useful to students interested in going on into one of the helping professions such as clinical psychology, psychiatry, social work, school psychology, counseling, or occupational therapy. *Prerequisites: PSYC 100 and 324 or 325 plus permission of the instructor.*

PSYC 410 Tests and Measurements**2 hours**

This course provides students with a basic understanding of testing procedures used to evaluate student achievement and to measure outcomes. Various knowledge and skill tests are explored with an emphasis on special populations. (May be taken for credit as EDUC 410.)

PSYC 415 Systematic Psychology**4 hours**

An examination of the systematic positions and theories that have been important in the history of psychology, as well as a brief review of the philosophical bases underlying these positions.

PSYC 477 Senior Seminar**2 hours**

An introduction to professional opportunities in psychology and related fields and an exploration of value and ethical consideration. Continued guidance on senior project and senior comprehensive examinations also is provided during the course.

PSYC 480 Methods and Materials in Teaching Psychology**4 hours**

A study of the methods and materials used in teaching psychology in the secondary school. The course has a systematic and experimental emphasis. (May be taken for credit as EDUC 480.) *Prerequisite: 16 hours of psychology.*

PSYC 487-488 Independent Study**2 or 4 hours****PSYC 490 Senior Project****2-8 hours.**

RELS 245 Ghosts, Monsters, and Demons in Japan and the West 4 hours

A religious-historical study of stories about the strange, the uncanny, and the monstrous in a comparative analysis of Japanese and Western contexts.

RELS 260 Creation Mythology 2 hours

A comparative study of creation stories drawn from several distinct cultures, times, and places. Topics for discussion include the nature of creation mythology, the ways in which creation stories serve as models for present world order, and creation mythology in the modern world.

RELS 264 Justice, Law, and Religion 2 hours

An exploration of the "law codes" of several distinct religious traditions and the various views of justice found in these religious traditions. The course focuses on the relationship between law and religion.

RELS 301 The Pentateuch 4 hours

A study of the first five books of the Bible, emphasizing the central religious traditions of the Jewish faith: creation, patriarchs, exodus, Sinai, and wilderness. The course is an introduction to Israelite history, the development of religious practices in Israel, and a broad range of theological perspectives in ancient Israel.

RELS 303 Job 2 hours

An intensive study of the book of Job in the context of Ancient Near Eastern wisdom thought and subsequent retellings of the story of Job. Emphasis is on the theological issue of the suffering of the righteous and on the relationship between story and theology.

RELS 304 Mission and Message of the Prophets 2 hours

The critical and appreciative reading of selected writings of the classical prophets of ancient Israel (Amos, Hosea, Isaiah, Jeremiah, and Ezekiel). Emphasis is on the major ideas of the prophets and the relationship of these ideas to the issues facing both ancient and modern people.

RELS 311 Studies in the Gospels 4 hours

An introduction to methods for discerning the messages of the gospel writers; emphasizing the Gospel of Mark. *Prerequisites: RELS 100 and permission of the instructor.*

RELS 312 Galatians and Romans 2 hours

A close and critical examination of the Biblical books of Galatians and Romans and an introduction to the life and ministry of Paul.

RELS 321 Myth, Symbol, and Ritual 4 hours

Drawing on the works of Victor Turner and Mircea Eliade, symbols and the ways in which they are expressed through myths and ritual actions are explored. Emphasis is on the ways in which myth, symbols, and rituals serve as fundamental means for structuring human existence in the context of the sacred.

RELS 322 Sociology of Religion 4 hours

A study of formal religion and its functional equivalents both in primitive and modern societies; the relationship between religion and other social institutions; religion and social change.

RELS 331 Sacred History and Religious Traditions 4 hours

An exploration of the distinct types of sacred history found in Islam, Judaism, Christianity, and Buddhism. The course focuses on images of human history and human fulfillment revealed in these religious traditions.

RELS 344 Tribal Religions 2 hours

A study of cosmological and ritual order in several tribal societies. Topics include the "primitive" as a category for the Western experience of the other, art and symbolism in religion, orientations in time and space, oral tradition, and millenarianism.

RELS 352 Islamic Civilization 4 hours

A study of the life and background of the prophet, the *Qur'an*, the development of Islamic thought, and the early Islamic empires.

RELS 361 American Catholicism 2 hours

A descriptive study of contemporary American Catholicism and its roots. The course emphasizes such topics as modern Catholic worship, the crisis of authority, the "immigrant church," the church and political life, Catholic education, and the charismatic movement.

RELS 362 American Judaism**2 hours**

A descriptive study of contemporary American Judaism and its roots. The course emphasizes the life-cycle customs of Judaism. Jewish holidays are studied in the context of Jewish history. The course seeks to develop a broader understanding of the modern Jewish community in the United States and is supported by a grant from the Jewish Chautauqua Society.

RELS 363 Alexander Campbell and His Reformation**4 hours**

A study of the background, life, thought, and historical contexts and outcomes of Alexander Campbell and his colleagues and successors. Special topics and interests will be covered according to the special interests and research of the instructor.

RELS 365 Pilgrimage and Religion**2 hours**

A comparative exploration of pilgrimage as a ritual process in distinct religious traditions (both Western and Eastern). The student gains insight into the ways in which pilgrimage brings about spiritual transformation, a shift in worldview, and the creation of specific forms of community.

RELS 366 Dreams, Dreaming, and Religion**2 hours**

A comparative study of Western and non-Western understandings of dreams as a mode of apprehending and transforming human experience. Topics include the study of dreams and ontology, dreams and the sacred, therapeutic applications of dreaming, and dream theory as a means of interpreting myth, symbol, and ritual.

RELS 367 Temples and Tradition**4 hours**

A comparative study of the temple as a sacred space in the history of religions. Topics include the nature of sacred space, the temple as model of contemporary world order and as symbol of ultimate reality, and temple worship and pilgrimage as a means for religious transformation.

RELS 487-488 Independent Study**2 or 4 hours****RELS 490 Senior Project****2-8 hours**

Social Science

Social Science is a grouping of courses only. It is not a separate department. Students who participate in such programs as the American University Washington Semester and other similar off-campus programs may receive credit in this area.

Students majoring in History, Political Science, Economics, or Sociology who wish to be recommended for state certification in Social Studies must complete the following courses: HIST 101, 102, 201, 202, 225; SOCI 150; ECON 200; GENS 202 or SOSC 302; POLS 225; INTD 100; RELS 100; SOSC 480; 24 hours in their major field, the courses in the professional education sequence described on p. 96 of this **Bulletin**.

SOSC 202 Statistical Analysis with SPSS **1 hour**

An introduction to the use of Statistical Package for the Social Sciences in the computer analysis of experimental data. May be repeated for credit. (Activity course: CR/NCR only.) *Prerequisites: PSYC 205, MATH 281, or permission of the instructor.*

SOSC 280-289 British Commonwealth Studies **2 or 4 hours**

SOSC 302 World Geography **2 hours**

The study of the physical, social, and political geographic factors of the world. Recent changes in Europe, Asia, and Africa are discussed.

SOSC 320 Cultural Backgrounds of British Literature **4 hours**

A survey of British history from the Celtic times to the present. Major political developments such as the development of parliamentary government and the constitution are taken into account, but major emphasis is placed on extra-political matters such as the development of the English language, music, art, architecture, drama, the English church, education, and domestic life. Every effort is made to take advantage of the locale to visit museums, castles, cathedrals, universities, Parliament, theatres, and concert halls. Taught in Oxford, England.

SOSC 480 Methods and Materials in Teaching Social Studies **2 hours**

An examination of the nature, objectives, and curricula of social studies in junior and senior high schools. Concepts and methods of approach are emphasized. Methods, techniques, teaching aids, resource units, lesson plans, evaluation, and teaching reading and study skills. (May be taken for credit as EDUC 480.)

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B.A., B.D., Texas Christian University; LL.D., Texas Christian University; University of Chicago; Columbia University; Litt. D., Culver-Stockton College; L.H.D., Chapman College; Ed.D., Transylvania University; Litt.D., University of Cincinnati; Litt.D., Findlay College; Pd.D., Youngstown University; D.B.A., Lawrence Institute of Technology; H.H.D., Bethany College; J.D., William Woods College; Litt. D., West Virginia University; L.H.D., Concord College; Ed.D., Rio Grande College; LL.D., Alderson-Broadbudd College; LL.D., Quincy College; D. Hum., Washington and Jefferson College.

SUSAN W. HANNA, *Instructor in Health and Physical Education Emeritus*. (1957-1977).
B.A., Bethany College; Marjorie Webster School of Physical Education.

THEODORE R. KIMPTON, *Assistant Professor of Foreign Languages Emeritus*. (1965-1974).
B.S., United States Military Academy; M.A., University of Maryland; Catholic University; Laval University.

MARJORIE E. CARTY, *Lecturer in Foreign Languages Emeritus*. (1965-1984).
Ph.B., University of Chicago; Clark University; Saltillo (Mexico) State Teachers College; University of Nicaragua; Bethany College; West Virginia University; University of Puerto Rico; Universidad Iberoamericana.

WESLEY J. WAGNER, *Associate Professor of Art Emeritus*. (1967-1983).
Pennsylvania Academy of Fine Arts; Barnes Foundation.

DOROTHY HUESTIS, *Assistant Professor of Education Emeritus*. (1969-1976).
B.A., M.A., Indiana University.

CHARLES E. HALT, *Professor of Economics Emeritus*. (1969-1977).
B.S., Slippery Rock State College; M.Ed., Pennsylvania State University; Ph.D., Syracuse University; University of Pittsburgh.

J. TREVOR PEIRCE, *Professor of Psychology Emeritus*. (1969-1987).
B.A., Princeton University; Ph.D., University of California-Berkeley.

LEONORA BALLA CAYARD, *Professor of Foreign Languages Emeritus*. (1970-1986).
Ph.D., Marburg University; Yale University.

OLIVER MANNING, *Artist-in-Residence Emeritus*. (1972-1982).
B.M., Louisiana State College; M.M., Cincinnati College Conservatory of Music.

TODD H. BULLARD, *President Emeritus*. (1980-1988).
Bethany College; B.A., West Liberty State College; M.A., West Virginia University; Ph.D., University of Pittsburgh.

WILLIAM L. YOUNG, *Professor of History Emeritus*. (1950-1988).
B.A., Bethany College; M.A., Ph.D., Ohio State University; Columbia University.

JOHN R. TAYLOR, *Professor of English Emeritus*. (1955-1992).
B.A., Bethany College; M.A., Princeton University; University of Akron; University of Kansas; University of Birmingham, (England); University of Edinburgh; Oxford University; Litt.D., Bethany College.

ALBERT J. OSSMAN, JR., *Professor of Political Science Emeritus*. (1982-1992).
B.A., M.A., Ph.D., Syracuse University.

DAVID J. JUDY, *Jennie Steindorf Renner Professor of Fine Arts Emeritus*. (1967-1993)
B.A., Denison University; M.A., Western Reserve University; University of Mexico; Ph.D., West Virginia University; Oxford University.

Professors

ROBERT E. MYERS, *Professor of Philosophy; Head of the Department of Philosophy*. (1964).
B.A., Bethany College; M.Div., Texas Christian University; Ph.D., Ohio State University.

GARY E. LARSON, *Professor of Biology*. (1964).
B.S., M.S., New York State University, Albany; Ph.D., Rutgers University; Albany Medical College.

JAMES E. ALLISON, *Professor of Mathematics; Head of the Department of Mathematics and Computer Science*. (1964).
B.S., Bethany College; M.A., West Virginia University; Texas Christian University.

JOHN W. LOZIER, *Professor of History*. (1964).
B.A., University of Colorado; M.A., Ph.D., Ohio State University; Massachusetts Institute of Technology. (*Sabbatical: Spring Semester*).

JOHN D. DAVIS, *Professor of Economics and Business; Associate of the Office of Career and Professional Development*. (1965).
B.A., American International College; M.A., University of Connecticut; West Virginia University; University of Chicago.

JOHN U. DAVIS, *Professor of Education*. (1966).
B.A., Bethany College; M.A., Ed.D., Columbia University; University of Nebraska; Oxford University; Harvard University; West Virginia University. (*Sabbatical: Spring Semester*).

W. RANDOLPH COOEY, *Professor of Economics and Business; Associate of the Office of Career and Professional Development*. (1966).
B.A., Bethany College; M.A., West Virginia University; Mississippi State University.

ANTHONY L. MITCH, *Professor of English; Director of Interdisciplinary Studies*. (1967).
B.A., Cornell University; M.A., St. John's University; New York University.

STANLEY L. BECKER, *Professor of Philosophy and General Science* (1968).
B.S., New York State College of Forestry; Ph.D., University of Wisconsin.

- ALBERT R. BUCKELEW, JR., *Professor of Biology; Head of the Department of Biology*. (1969).
B.S., Fairleigh Dickinson University; Ph.D., University of New Hampshire.
- LARRY E. GRIMES, *Perry Epler Gresham Professor of Humanities; Head of the Department of English; Director of Freshman Studies*. (1970).
B.A., Bethany College; B.D., Yale University; Ph.D., Emory University.
- PAULINE R. NELSON, *Professor of Foreign Languages; Head of the Department of Foreign Languages*. (1971).
B.A., Upsala College, M.A., Ph.D., University of Pittsburgh; University of Paris. (*Sabbatical: Fall Semester*).
- MILTON R. SMITH, JR., *Goulding-Woolery Professor of Chemistry; Head of the Department of Chemistry*. (1972).
B.S., Sul Ross State University; Ph.D., Texas A. & M. University; Iowa State University; Ohio State University; Carnegie Mellon University.
- T. GALE THOMPSON, *Professor of Psychology*. (1974).
B.A., M.A., Ph.D., University of Missouri.
- JOHN H. HULL, *Professor of Psychology; Head of the Department of Psychology*. (1976).
B.S., Alma College; M.A., Ph.D., Kent State University.
- LYNN F. ADKINS, *Professor of Social Work and Education; Head of the Department of Education and Professional Studies*. (1978).
B.A., Marshall University; M.S.W., West Virginia University; Ph.D., University of Pittsburgh; London School of Economics and Political Science.
- ROBERT A. PAYSEN, *Professor of Chemistry*. (1983).
B.A., College of St. Thomas; Ph.D., University of Tennessee.
- JOHN T. BURNS, *Professor of Biology*. (1985).
B.A., Wabash College; M.S., Ph.D., Louisiana State University.
- DONALD L. EILENSTINE, *Professor of Economics and Business; Head of the Department of Economics and Business*. (1987).
B.A., Ottawa University; M.A., Ph.D., University of Kansas. (*Sabbatical: Spring Semester*).
- JAMES KEEGAN, *Professor of Communication; Head of the Department of Communication* (1990).
Cert.Ed., University of Bristol; Dip.P.E., University of Leeds; M.Ed., University of Bristol; M.Sc., University of Bradford; M.A., University of Lancaster, (all England).

Associate Professors

- ROBYN R. COLE, *Associate Professor of English*. (1968).
B.A., University of Maryland; M.A., University of Georgia, Ed.D., West Virginia University; Ohio University.
- WALTER L. KORNOWSKI, *Associate Professor of Communication*. (1968).
B.F.A., Rochester Institute of Technology; M.S., State University College of Buffalo; M.F.A, West Virginia University.
- MARY ELLEN KOMOROWSKI, *Associate Professor of Mathematics*. (1982).
B.A., M.A., Ed.D., West Virginia University; The American University of Beirut.
- WALLACE B. NEEL, *Associate Professor of Physical Education; Head of the Department of Physical Education; Director of Summer Aquatics*. (1982).
B.A., M.S., Ohio University; Indiana University.
- MAJID A. SAWTARIE, *Associate Professor of Physics; Head of the Department of Physics*. (1985).
B.S., Lebanese University, Lebanon; M.S. (Physics), M.S. (Mathematics: Computer Science), Ph.D., Ohio University.
- FRANK H. GORMAN, JR., *Associate Professor of Religious Studies; Head of the Department of Religious Studies*. (1988).
B.A., M.A., Oral Roberts University; M.A., Th.M., Fuller Theological Seminary; Ph.D., Emory University.
- JOHN C. KRUG, *Associate Professor of Library Science and Educational Technology; Director of Information Services*. (1988).
B.A., M.L.S., Indiana State University; Ph.D., Southern Illinois University.

LANA HARTMAN LANDON, *Associate Professor of English*. (1989).
B.Ph., Grand Valley State University; M.A., Ph.D., University of Chicago.

GUY CORNILLAC, *Visiting Associate Professor of French*. (1993).
B.A., M.A., Université de Savoie; Ph.D., Laval University (Québec).

Assistant Professors

JOHN J. MCGOWAN, *Assistant Professor of Physical Education; Head Coach of Swimming and Track and Field*. (1980).

B.S., Manhattan College; M.S., Springfield College.

RUSSELL J. COOK, *Assistant Professor of Communication; General Manager of TV3*. (1983).
B.F.A., M.A., Miami University.

GARY H. KAPPEL, *Assistant Professor of History; Head of the Department of History and Political Science*. (1983).

B.A., Bethany College; M.A., Ph.D., West Virginia University.

KATHERINE S. CORAM, *Assistant Professor of Social Work*. (1984).

B.A., Alderson-Broadbudd College; M.S.W., West Virginia University.

FUJIKO O. SAWTARIE, *Assistant Professor of Computer Science*. (1985).

B.S., Chubu Institute of Technology (Japan); M.S., (Mathematics: Electrical and Computer Engineering), M.S., (Mathematics: Computer Science), Ohio University.

MICHAEL SCHMICH, *Assistant Professor of Foreign Languages*. (1986).

Diploma, Padagogische Hochschule, Heidelberg (Germany); M.A., West Virginia University; University of North Carolina.

DONNA F. KEITH, *Assistant Professor of Education*. (1988).

B.S., Kent State University; M.S., University of Colorado; Ph.D., Syracuse University.

MARK W. MACWILLIAMS, *Assistant Professor of Religious Studies*. (1989).

B.A., Syracuse University; M.A., Indiana University; Ph.D., University of Chicago.

KENNETH L. MORGAN, *Assistant Professor of Fine Arts*. (1989).

B.A., Bethany College; M.A., West Virginia University; Art Institute of Pittsburgh; North Carolina State University.

PATRICK J. SUTHERLAND, *Assistant Professor of Communication; General Manager of WVBC Radio*. (1989).

B.A., Marquette University; M.A., University of Florida.

DOROTHY K. WAMSLEY, *Assistant Professor of Education*. (1989).

B.A., Ohio University; M.A., Ph.D., Ohio State University.

JO-ELLEN ASBURY, *Assistant Professor of Psychology*. (1990).

B.S., Indiana University of Pennsylvania; M.S., Ph.D., University of Pittsburgh.

PIRI HALASZ, *Assistant Professor of Fine Arts*. (1990).

B.A., Barnard College; M.A., M.Phil., Ph.D., Columbia University.

DEBORAH P. KESSLER, *Assistant Professor of Foreign Languages*. (1990).

B.A., Bloomsburg University; M.S., Middlebury College; Pennsylvania State University; University of Pittsburgh.

TRACY MAURER, *Assistant Professor of Communication; Director of Student Publications*. (1990).

B.S., M.S., Indiana State University.

DIRK SCHLINGMANN, *Assistant Professor of Mathematics*. (1990).

Diploma (Mathematics), University of Bonn (Germany); M.S., University of Illinois; Ph.D., Free University of Berlin.

JOCELYN SHEPPARD, *Assistant Professor of Library Science; Catalog Librarian*. (1990).

B.A., University of Virginia; M.L.S., Ph.D., State University of New York at Buffalo.

RUSSELL CLOTHIER, *Assistant Professor of Physics*. (1991).

B.S., Ph.D., University of Missouri-Columbia.

RUBY JANE COOKE, *Assistant Professor of Chemistry*. (1991).

B.A., Carson-Newman College; Ph.D., Vanderbilt University.

- JON GORDON, *Assistant Professor of Communication*. (1991).
B.A., Hiram College; M.A., University of South Carolina; Ph.D., Ohio State University.
- MARY-BESS HALFORD, *Assistant Professor of Library Science; Reference Librarian*. (1991).
M.L.S., Louisiana State University; B.A., Ph.D., Stirling University (Scotland).
- LINDA A. STEIL, *Assistant Professor of Physical Education; Athletic Trainer*. (1991).
B.S., University of Vermont; M.A., Western Michigan University; Ed.D., Boston University.
- CLINTON W. MAFFETT, *Assistant Professor of Political Science*. (1992).
A.B.J./B.A., University of Georgia; M.A., American University; Ph.D., London School of Economics.
- PAUL R. SCHATTMAN, *Assistant Professor of Political Science*. (1992).
B.A., University of Texas at Arlington; M.A., Ph.D., Tulane University.
- JENNIFER F. WOOD, *Assistant Professor of Communication*. (1992).
B.A., Rockhurst College; M.A., Webster University.
- JEANNE BRANDT HOFF, *Assistant Professor of Accounting; Associate of the Office of Career and Professional Development*. (1993).
B.S., M.B.A., Golden Gate University.
- LESLIE A. LUCAS, *Assistant Professor of Educational Technology; Coordinator of Academic Computing*. (1993).
B.A., Temple University; M.S. Ed.D., Lehigh University.
- TIMOTHY THOMPSON, *Visiting Assistant Professor of Fine Arts*. (1993).
B.A., Bethany College; M.F.A., West Virginia University.

Professional Staff with Instructional Duties

- BETH A. DAMEIER, *Associate Director of Financial Aid; Lecturer in Music*. (1983).
B.A., B.M.E., Wartburg College; M.A., University of Iowa.
- LISA CAMPANELLO-KOMARA, *Coach of Women's Basketball and Volleyball; Instructor in Physical Education*. (1985).
B.A., West Liberty State College; M.S., West Virginia University.
- JANICE L. FORSTY, *Assistant Athletic Director; Coach of Women's Soccer and Softball; Lecturer in Physical Education*. (1987).
B.S., Slippery Rock State College; M.S., Slippery Rock University.
- CHRISTINA M. SAMPSON, *Director of Academic Services*. (1987).
A.B., West Liberty State College; M.S., West Virginia University.
- KATHLEEN G. TAGG, *Coordinator of Special Advising*. (1990).
B.S., St. Joseph Calumet College; M.A., West Virginia University.
- MARY J. KRIKORIAN, *Student Development Counselor*. (1990).
B.A., State University of New York at Oswego; M.A., Bowling Green State University.
- STEVEN G. CAMPOS, *Coach of Football and Golf; Lecturer in Physical Education*. (1993).
B.Ed., Indiana University of Pennsylvania; M.Ed., Memphis State University.
- LOUIS R. DESLOGES, *Assistant Coach of Football; Coach of Men's Tennis; Lecturer in Physical Education*. (1993).
B.S., Southern Connecticut State College; M.Ed., Plymouth State College.
- THEODORE M. ESKILDSEN, *Coach of Men's Basketball and Women's Tennis; Intramural Director; Lecturer in Physical Education*. (1993).
B.A., Belmont Abbey College; M.Ed., University of North Carolina at Charlotte.

ADVISORS

For Majors

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Biology	Albert R. Buckelew, Jr.
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Computer Science	Fujiko O. Sawtarie
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Physical Education	Wallace B. Neel
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For Career Interests

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For Special Services

Counseling	Mary J. Krikorian, Gregory H. Krikorian
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ACADEMIC SERVICES

Robyn R. Cole (Chair); James E. Allison; Jon C. Gordon; Christina M. Sampson; Kathleen G. Tagg; Dorothy K. Wamsley; Brian McCord (student).

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COMPUTER ADVISORY

W. Randolph Cooley (Chair); Ruby Jane Cooke; Larry E. Grimes; John C. Krug; Fujiko O. Sawtarie; Dirk Schlingmann; Ted Kula (student).

CURRICULUM

Anthony L. Mitch (Acting Chair); Lynne F. Adkins; Jo-Ellen Asbury; John C. Giesmann; Frank H. Gorman, Jr.; Larry E. Grimes; Gary H. Kappel; James Keegan; John C. Krug; Robert A. Paysen; Nicole Mazur (student); Jason Hines (student).

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FACULTY WELFARE

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INTERDISCIPLINARY STUDIES

Stanley L. Becker (Chair); Ruby Jane Cooke; Walter Kornowski; Clinton W. Maffett; Tracy Maurer; Anthony L. Mitch; Jocelyn Sheppard; Margaret Thornburg (student).

INTERNATIONAL EDUCATION

Dirk Schlingmann (Chair); John S. Cunningham; Mary-Bess Halford; James Keegan; Deborah Pomfret Kessler; Gary E. Larson; John W. Lozier; Clinton W. Maffett; Pauline R. Nelson; Majid A. Sawtarie; Michael Schmich; Linda A. Steil; Pamela Frei (student).

JANUARY TERM

John J. McGowan (Chair); Albert R. Buckelew, Jr.; John C. Giesmann; Deborah Pomfret Kessler; Kenneth L. Morgan; Jocelyn Sheppard; Milton R. Smith, Jr.; Jennifer F. Wood; Dorine Kornowski (student).

JAPANESE CULTURE

Sachiko Wood (Chair); John U. Davis; Mary-Bess Halford; Walter L. Kornowski; John W. Lozier; Mark W. MacWilliams; Fujiko O. Sawtarie; Michael Schmich; Hiroko Takano (student).

LIBRARY

Dorothy K. Wamsley (Chair); Russell Clothier, R. Jeanne Cobb; Donald L. Eilenstine; Mary-Bess Halford; John C. Krug; Robert E. Myers; Karrie Colvin (student).

PRACTICUM REVIEW

T. Gale Thompson (Chair); Lisa Campanell-Komara; Jon C. Gordon; Deborah Pomfret Kessler; John J. McGowan; Majid A. Sawtarie; Paul L. Schattman; Dirk Schlingmann; Patrick J. Sutherland; Jennifer Wotowiec (student).

SCHOLARSHIP

John D. Davis (Chair, Social Sciences); Theodore W. Bunnell (Financial Aid); Mark MacWilliams (Humanities); Dirk Schlingmann (Sciences); Elizabeth B. Vannelle (Development).

SOCIAL WORK ADVISORY

Lynn F. Adkins (Chair); John T. Burns; Katherine S. Coram; Donna F. Keith; Clinton W. Maffett; Marleah Seidler (student).

STUDENT LIFE

Larry E. Grimes (Chair); Robyn R. Cole; Russell Clothier; John S. Cunningham; Melinda S. Fetherman; Gregory H. Krikorian; Clinton W. Maffett; Wallace B. Neel; Michael Schmich; Jonie Farrar (student).

TEACHER PREPARATION

Lynn F. Adkins (Chair); Jo-Ellen Asbury; John U. Davis; Gary H. Kappel; Donna F. Keith; Mary Ellen Komorowski; Lana Hartman Landon; Gary E. Larson; John J. McGowan; Anthony L. Mitch; Pauline R. Nelson; Dorothy K. Wamsley; Melissa Teets (student).

ASSESSMENT (*Ad Hoc*)

Frank H. Gorman, Jr. (Chair); Jo-Ellen Asbury, Russell Clothier; Gary H. Kappel; Lana Hartman Landon.

BLACK HISTORY (*Ad Hoc*)

Paul R. Schattman (Chair); Jo-Ellen Asbury; Piri Halasz; Donna F. Keith; Jocelyn Sheppard; Jennifer Wood; Marnette Shields (student).

WOMEN'S HISTORY (*Ad Hoc*)

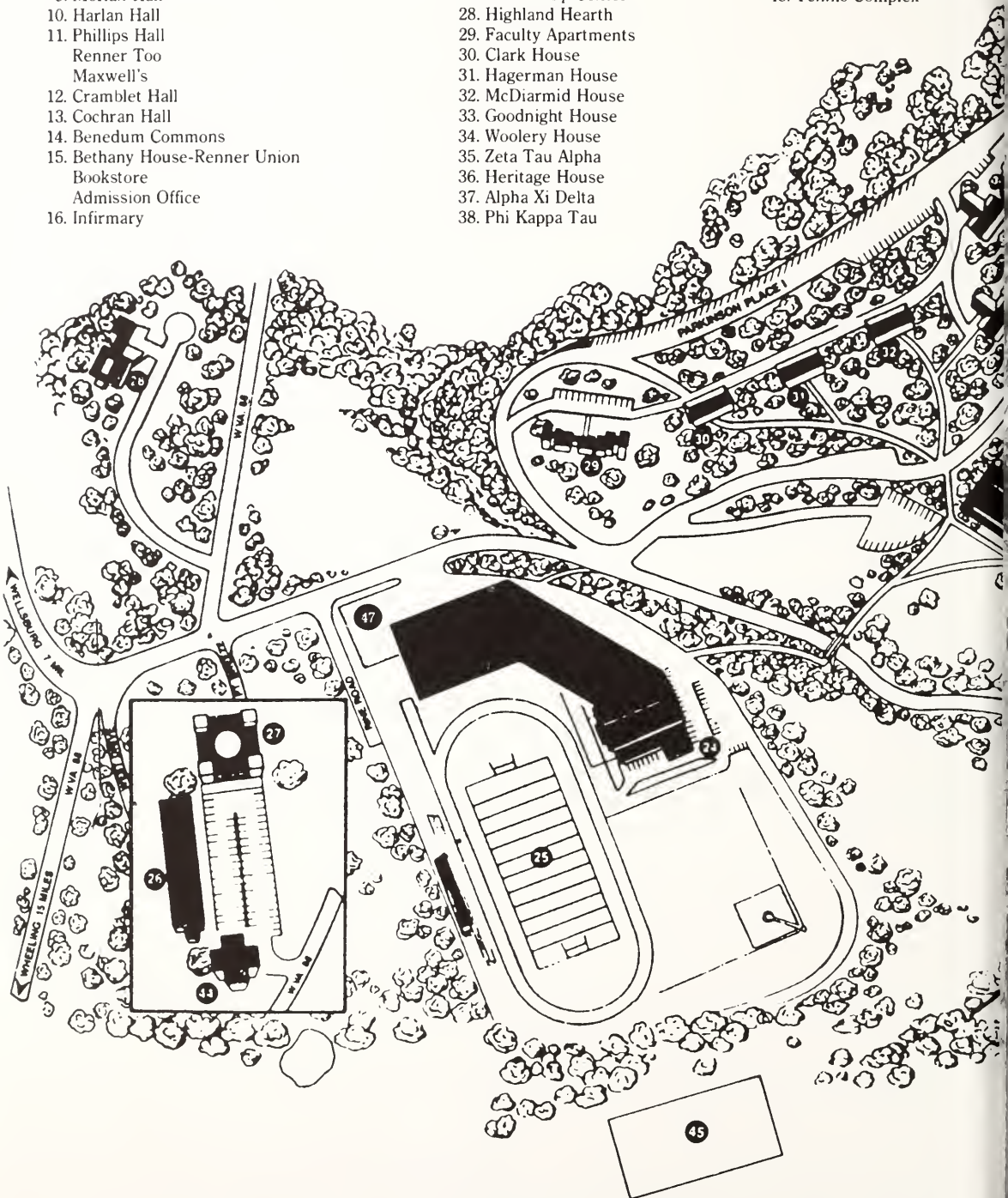
Lana Hartman Landon (Chair); Janice L. Forsty; Jeanne Brandt Hoff; John H. Hull; Deborah Pomfret Kessler; Leslie Lucas; Jessica Welch (student).

Bethany

1. Pendleton Heights
2. Old Main
3. Commencement Hall
4. Oglebay Hall
5. Steinman Fine Arts Center
Wailes Theater
6. Grace Phillips Johnson Visual Arts Center
7. Richardson Hall of Science
Weimer Lecture Hall
8. Phillips Memorial Library
9. Morlan Hall
10. Harlan Hall
11. Phillips Hall
Renner Too
Maxwell's
12. Cramblet Hall
13. Cochran Hall
14. Benedum Commons
15. Bethany House-Renner Union
Bookstore
Admission Office
16. Infirmary

17. Alumni Parking
18. Erickson Alumni Center
19. Bethany Memorial Church
20. Campbell Hall
21. Physical Plant
22. Heating Plant
23. Knight Natatorium
24. Hummel Field House
25. Bethany Field
26. Gresham House
27. Leadership Center
28. Highland Hearth
29. Faculty Apartments
30. Clark House
31. Hagerman House
32. McDiarmid House
33. Goodnight House
34. Woolery House
35. Zeta Tau Alpha
36. Heritage House
37. Alpha Xi Delta
38. Phi Kappa Tau

39. Kappa Delta
40. Phi Mu
41. Weimer Nature Trail
42. Amphitheater
43. Oglebay Gates
44. Harder Hall
45. Hoag Soccer Field
46. Delta Tau Delta
Founder's House
47. Health and Recreation Center
48. Tennis Complex





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Bethany College
Bethany, West Virginia 26032
304-829-7000



